

# Break

## NAB's the name

It never pays to be too efficient. John Bevan, with all the zeal for which he is renowned, leapt into his new job as secretary of the new body for polytechnics and colleges and got good writing paper printed within hours of his appointment. Naturally, he put the wrong address on it. The new body has the overall title of Committee for Local Authority Higher Education (CLAHE) - the name that went on the paper. Strictly speaking, the word "committee" only applies to the top tier. It was argued. And if that's the name for the top tier, then the name for the official board beneath it must be Board for Local Authority Higher Education (BLAHE). Not too good in print, they thought.

So now the whole bang shoot is going to be known as NAB - the National Advisory Body for Local Authority Higher Education. Snappy, of course, but perhaps a little unfortunate in view of local authority fears about a central government takeover.

And the paper will have to be printed all over again . . .

## Present from Alberta

One of the few Governments of the Western world still in the pot-of-gold business is Alberta, richest of Canada's highly individualistic 10 provinces. The Province of Alberta is far too canny to let anyone, inside or outside the country, regard its oil revenues as a soft touch. But it did use them to set up a Heritage Fund to publish Alberta's own school textbooks, and now a \$100m (£35.7m) scholarship fund has been set up for students, out of the Heritage money. Already in its first year more than 4,000 scholarships, worth anything from £300 (£107) to £15,000 (£5,357) each, have been awarded.

At least one 15,000 dollar man is studying for a doctorate at Oxford now, but it is doubtful if much of the money can go to help undergraduates from Alberta pay the higher fees we now charge overseas students. The Canadians have traditionally regarded 1,000 as a good round number for their students in higher education over here, but over the last three years they have seen numbers halve from about 900 to 450.

In London this week Mr James Horsman, Alberta's Minister of Advanced Education and Manpower, contented himself with murmuring diplomatically that such a drop was "unfortunate for future relationships", but after a visit to try to persuade Mr William Waldegrave, our own minister for higher education, to see reason, he went further. "I'm disappointed that they don't want to look at the matter sooner. He said the Government would reconsider overseas student fees when the

## Binary pool

NAB is, of course, meant to be an interim body, as DES officials still fantasize about wresting control of the polytechnics from the local authorities. But just how interim is it? The question caused some confusion at Monday's press conference to launch the new body chaired by its father, Mr William Waldegrave, minister for higher education. "Discussions on the long-term future remain as always stated," replied Mr Waldegrave dutifully. "This interim national body has got a chance to prove itself and we'll see how it goes."

The local authority heavyweights weren't going to let that pass. "It doesn't feel very interim to me," said Mrs Nicky Harrison, CLEA chairman, flatly. She was echoed a split-second later by Mr Alistair Lawton, CLEA vice-chairman.

Summing up later for the benefit of the press, Mr Bevan said helpfully: "We don't feel interim was the answer except from the middle of the platform."

"Now, now," said an embarrassed Mr Waldegrave reprovingly. "Don't let's have a division." He had just discovered that his child had a mind of its own.

Interim or not, the new body's funding arrangements still seem pretty hand to mouth. In a possibly unique cross-binary gesture, lunch after the press conference was actually paid for by Keble College, Oxford. Mr Christopher Ball, the board's new chairman, is warden of the college and there didn't seem to



William Waldegrave . . . child with a mind of its own

be any other way of paying for it, he explained afterwards. But he did expect the college to be reimbursed.

Almost as weird, at first sight, are the arrangements for paying Mr Bevan and his secretary. For the name which will appear at the top of their pay cheques is none other than the Inner London Education Authority. This is not socialist generosity run wild nor anything to do with Mr Bevan's present job as ILEA's deputy education officer. It is just that NAB has to be funded through the "pool" and, to do that, the expenditure has first to be incurred by a local education authority. So they chose the biggest i.e.a. of them all. Now all Keble College has to do is turn itself into a local education authority.

British economy recovers, but he couldn't say when that would be. Meanwhile, as if to prove that present relationships are still in working order, Mr Horsman handed over a cheque for £50,000 at a ceremony at Alberta House in support of the Foundation for Canadian Studies in the United Kingdom.

This is Alberta's second gift to the foundation within a year (Mr Horsman handed over the first £10,000 last May), but it was first set up in 1974 with contributions from British and Canadian companies and from the Canadian Federal Government.

The aim was to promote public knowledge of Canada here, especially through Canadian studies in universities, and foundation money helps to finance the Centres of Canadian Studies at the universities of Edinburgh, Leeds and Birmingham. The first of these was at Edinburgh; where there is also an entowment for visiting Professor from Canada, and it is hoped that Centre at a university in Wales will come next.

Professor William Walsh, acting vice-chancellor of Leeds University, is chairman of the committee allocating the Alberta funds, the first £10,000 of which helped to establish student exchange awards. Perhaps a visiting professor for Leeds will follow, though Professor Walsh was understandably preoccupied this week by the question of when the student sit-in was likely to move out of his office. "We can't even administer the UGC funds until they do."

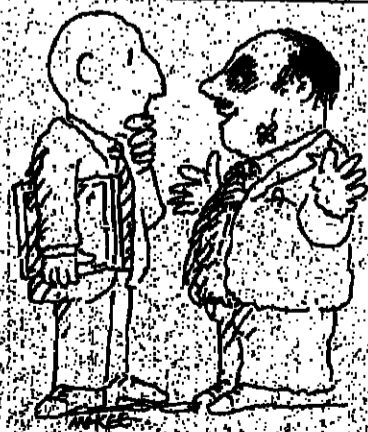
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## A-levels in luxury

Finding a sponsor is a regular pipedream for education administrators suffering with their budgets and casting envious eyes at the sporting world. Industrial help has been tapped for textbooks, and the big banks are sometimes persuaded to cough up for conferences, but whoever would have thought of getting a hotel group to sponsor A-levels?

Last weekend saw the latest of a growing number of A-level study weekends in the heart of London, with more than 400 sixth formers attending a three-day course on Politics and Government, while staying in the Mayfair splendour provided by Grand Metropolitan hotels.

The A-level package deal is put together by a newish company called Sovereign Education, in cooperation with Grand Met, and includes two nights in a hotel, rail fare, and seven lectures by top-flight speakers, all for



Of course, I'm happy, yesterday's student was not so dumb.

## Personal column

### Plato and platitudes Ted Wragg

It has become fashionable in education, if one wishes to be seen as seasoned, down-to-earth, nonsense, damn-good-teacher, to deride educational jargon. Yet no one expects seasoned, down-to-earth, nonsense, damn-good-surgeons performing an appendectomy to talk about "cutting out that funny thing at the end of the gut!"

We need, therefore, to distinguish useful technical terms in education, which extend our understanding and put otherwise long-winded concepts into a neat shorthand capsule, from the sizeable load of pretentious and redundant dross which finds its way into educational texts as a substitute for proper thought about issues.

Unfortunately the English language, rich though it may be, suffers from what might be called the Curse of Plato. It is not widely known that, in pre-Christian times and before Greece joined the EEC, Plato bought a British Leyland car. Needless to say, soon after the guarantee expired a wheel fell off, and as revenge he put a Greek curse on the English language.

The curse was based on his notion that humanity was divided into three groups: men of gold, silver and brass. The last of these were manufactured in Taiwan and had long since disintegrated, so he drove a wedge between the men of gold and the men of silver by willing the former to invent as many Greek or Latin-derived terms as possible in professions like law and medicine, and thus cast a dense and suffocating smokescreen around their activities which the men of silver could never hope to penetrate.

Subsequently he bought a Mercedes car, which never gave him trouble, and thus the German language is almost exempt from the curse. If a doctor is talking about pleurisy, the British can hardly be expected to know whether it afflicts their elbow or, forgive the jargon, your fundamental office. A literal translation of the equivalent German word is rib-skin-inflammation.

I have always found helpful Bernstein's notion of "restricted" and "elaborated" codes. It drew attention to aspects of language that are important in children's learning and, because it was widely discussed and criticized, led to a more searching analysis of issues like compensatory education than might otherwise have been the case. The risk of such a two category analysis is that of oversimplification, and therefore might inhibit rather than enhance our understanding.

I have never, on the other hand,

been mad about "nomothetic" and "idiographic", terms introduced into educational writing 20 years ago to describe the requirements of an individual. Why not just say so? But did I warn to the publisher's blurb for Woody Clark's *Violence in schools*, described as "an integrated perspective incorporating Blumer's symbolic interactionism, Marxist conceptualization of levels and socialist cultural development, in which Dr Clark has synergized a massive data-bank." Keep synergizing, Woody baby, and keep your book.

Imagine the double dose of code I two CB fans were also zealous first year BED students. "Breaker, breaker, this is Eduspeak eyeballing Sociopomp. How did you find Getzels and Thelen's notions of incumbents and existential public concerns, good buddy? Do you read Over."

The worst over-elaboration I ever read, whose technical terms simply froze the writer's insights, was a manuscript, which was never published, giving a frenzied Marxist analysis of education. I am all for having a sporting tilt at capitalism, but after reading 50 pages of polysyllabic treatise blaming it for every affliction affecting schools, my built-in computer began to emit a high-pitched whine, so I packed in before capitalism was accused of responsibility for winter blizzards, sliced bread or Arsenal's exit from the Cup.

It is easy to attack someone else's use of language without saying one would do oneself. I offer to the world, therefore, a new educationalization of an important matter, namely the professional development of the teaching profession. Two categories are criticized for over-stipulation: four are soon forgotten, so we shall settle for three phases, and the name of Plato must be resisted. Here goes.

Phase one is the first five years of teaching, characterized by apprehension and trembling, known as the period of *shake*. Years six to thirty consist of frenetic activity during which schools reel under the sheer energy generated by career teachers. This period is known as *rattle*. The third and final phase is more placid, when teachers ride with the punches, and is called *roll*. The life-cycle of teaching profession in memoriam: form - slinko, rattle and roll - you hear out Basil Bernstein. All if any BED finalist gets it wrong, shall personally synergize his data-banks.

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# THE TIMES Educational Supplement

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## Call for sabbaticals and stronger HMI Greater power urged for Sir Keith if levels drop

by Diana Geddes, Education Correspondent of The Times

A national system of sabbaticals for teachers, qualified support for the new 16-plus examinations, greater independence for the HMI, and a change in the law to give the Education Secretary clear powers to intervene when standards of educational provision drop below a nationally-agreed basic level, are among the main points in a report by the Common Select Committee for Education, Science and the Arts, which is due to be published next Tuesday.

The 150-page report by the all-party committee, chaired by Mr Christopher Price, Labour MP for Lewisham West, covers a wide range of topics concerning the curriculum and examinations for pupils aged 14-16, and includes 65 recommendations.

The committee expresses concern at the lack of any clear definition of what basic provision a local education authority must make in order to comply with its legal duty to provide "sufficient" education suited to the aptitude and aptitude of all pupils in its area, and the absence of any clear guidelines as to when the Secretary of State should intervene.

It points out that the Secretary of State, Sir Keith Joseph, does have powers under sections 68 and 99 of the 1944 Education Act to intervene and give directions to a local authority where he is satisfied that the authority has acted "unreasonably", or has failed to carry out its legal duties.

The committee regarded those sections as part of the means by which



the Secretary of State was intended to discharge his duty under section 1 of the Act "to promote the education of the people". It also believed that those sections were designed precisely to avoid the necessity of parents taking their complaints to the courts.

However, the Department of Education and Science appeared to view sections 66 and 69 as "dangerously punitive measures, difficult to enforce in the courts, and . . . of absolute last resort".

In order to avoid any doubt in future, the committee recommends that the Act should be amended to give the Secretary of State powers to intervene where nationally agreed levels of provision appear to be at risk.

The HMI was the only body capable of making an authoritative judgment about the adequacy of curriculum provision in schools, the committee says, though it accepts the senior chief inspector's view that it was not the HMI's function to judge whether an individual authority was in default of the law.

Where the HMI judged provision to be inadequate, the onus should be on the Secretary of State to say why he does not accept the validity of that judgment in respect of his responsibilities under the Act, it says. It calls for legislation to be introduced to put the Secretary of State's responsibility for the curriculum on that basis.

The committee expresses concern that the HMI's power to publish

## Schools Council in jeopardy

Efforts by the Schools Council to save money have been scuppered by the Department of Education which is still considering the council's future.

Last autumn the Council was instructed to find cheaper premises by the local authority associations which jointly fund it with the DES.

Suitable offices in Notting Hill Gate were found and were estimated to save up to £100,000 a year rent and rates on the council's West End offices are running at about £2m a year. But the DES has refused to act as guarantor on the new building.

"We are suffering from a kind of planning blight which makes it impossible to take immediate action", Mr John Mann, secretary of the Schools Council, said this week. "That means staff and members are somewhat discouraged."

Confidential minutes of a meeting of the Council's trustees last month state that a decision not to go ahead with a move "would worsen the low staff morale". Twenty-five out of 140 jobs are being cut to save money in the next financial year.

At last month's meeting finance officers said a lease on the new building should be signed by March 1 and there should be a move by May 1.

However, Miss Jean Dawson, assistant secretary in the DES schools' branch told the meeting the department had received an inquiry from the vendors' agents seeking assurances as to the long term suitability of the Schools Council as tenants. This could not be given.

judgments about the educational system is at present limited both by the convention that such reports are made to the Secretary of State rather than to the public at large, and by the HMI's not having control of its own finances.

It recommends that in future financial provision for the HMI be made the responsibility of the senior chief inspector, and that the decision on whether or not to publish an HMI report on national levels of educational provision and quality be taken by the senior chief inspector, and not the Secretary of State.

While evidently concerned about the effect of Government cut-backs, the committee says that it resisted the temptation, urged on it by some witnesses, to regard financial provision as the root cause of most problems facing schools. Inadequately qualified teachers and the effect of falling rolls were also causing difficulties, it suggests.

The contraction of the teaching force, necessitated by falling rolls and cuts, should be achieved as far as possible by removing the "less effective" teachers, it says. It calls on the DES, in conjunction with local authorities, to draw up national criteria by which to identify teachers for redundancy having regard to "their importance for preserving the curriculum and . . . their effectiveness as teachers".

It also calls on the Government to "proceed with all haste" to integrate machinery for teachers' pay and conditions.

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## Plan to merge school and college clears first hurdle

A revolutionary scheme to fuse a school and a further education college into one 13-18 college in Tiverton, Devon, passed its first hurdle this week.

Devon Education Committee voted to allow local discussions to start on the scheme, which if implemented would be the first of its kind. A similar plan to merge school and FE institutions in Plymouth four years ago foundered on local opposition.

The scheme, which is said to have the strong support of Her Majesty's Inspectorate, would allow pupils to follow a continuous five-year curriculum containing both academic and vocational elements.

It is not yet clear under which regulations the new institution would operate. This has still to be discussed with the DES.

Mr Ted Pinney, chairman of the county's education committee, said this week that the plan was a conscious attempt to break with the past and was more in line with the tradition of tomorrow's world than the traditional school.

Mr Pinney, head of the county school of education at Exeter, who is also a member of the education committee, said he hoped the people of Tiverton would recognize that it represented "a very exciting model for the 80s and 90s".



They originally appointed George East, but he left after a day.

Plan to merge school and college clears first hurdle

by Biddy Passmore

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## TES Crossword No 36 by Rufus

Down

- For Lewis as yet no mind (5)
- Poet to put it on his order (4)
- He is or could be a keeper (9)
- Told off (6)
- A foot of water in the discuss (7)
- Swift like creature (1)
- Hunter's hat (11)
- Given away (8)
- As though a particular (1)
- All out bit (6)
- Previous head of convent (5)
- Some catch up (9)

Across

- The banners out times (11)
- They're inclined to give something to the printed word (7)
- Nothing more to be written about a holy-seup (8)
- Many may be lost (4)
- Challenged 'champion's' delay about the final (9)
- Moving spirit behind (10)
- Long side (10)
- It's rash returning yet has some worth inside (9)
- Workman in stone (4)
- Any about to depart may give hint (5)
- Setts held in fancy (7)
- Unfused for correspondence (4,7)

Solution to puzzle No 35

David Lister interviews Sir Keith Joseph

Teenage culture: In a special series of reports we investigate the world of today's teenagers, what they read for pleasure, what they spend their money on, the things they drink and (when permitted) wear, where they go at night, and what they do there.



## Wrong man: wrong job

The nomination of Mr David Young as chairman-designate of the Manpower Services Commission is a thoroughly bad appointment. This, oddly enough, is no criticism of Mr Young, personally. If he had the personal qualities of the Archangel Gabriel, it would still be a bad appointment. He is a man whose usefulness in this particular job has been compromised by his past: his business experience is not particularly relevant to the matters which he will have to deal with at the MSC: his service as a political adviser to Sir Keith Joseph and Mr Patrick Jenkin is, and it is disqualifying because it must make it harder for him to play the bipartisan, technocratic, role which falls to the chairman of the Manpower Services Commission.

In his personal capacity, on the other hand, Mr Young may have a lot of common sense to offer and his connexion with the Organization for Rehabilitation through Training, though of little practical value in his dealings with employers or unions, is not in any sense a disqualification. But Mr Norman Tebbit, by nominating Mr Young, has made a massive miscalculation of the role and function of the chairmanship and the persuasive tasks which fall to its lot. Mr Tebbit, himself, gives the impression of being about as persuasive as a sledgehammer. But it is doubtful if the MSC can be successfully led except by more subtle and diplomatic gifts, and it is grossly unfair on Mr Young — and on the MSC — to ask someone to take on the tasks of leadership with so

many initial disadvantages. Mr Tebbit may well have prejudiced the success of his own White Paper training scheme by this singularly ill-judged appointment.

As Mark Jackson reports on page 12, the MSC is now at an important phase in its development. The high level task force which has been set up to examine future plans, including alternative training plans within the financial limits laid down in the White Paper, is the subject of intensive lobbying and leaks. Those who object to particular aspects of the White Paper are energetically engaged in fathering on the task force their own particular criticisms — of, for example the proposal to deprive 16-year-olds of any entitlement to supplementary benefit and the limitation of the training allowance to £750 a year. There are more substantial criticisms of the White Paper on the grounds that it fails to grapple convincingly with skill training — the major training functions hitherto performed by apprenticeship and other forms of long-term training which, as they now stand, depend heavily on the continuation of a healthy labour market for young workers. This attack on the White Paper for its failure to tackle "real" training is the reverse side of the medal to the discussion on pages 4 and 5 of this issue which considers the Tebbit scheme in terms of a massive expansion of education (rather than training) for the 16 to 18s.

There may yet be a noisy and explosive confrontation between the Manpower Services

Commission and the Department of Employment, in which the appointment of the hapless Mr Young serves as the spark which ignites the TUC representatives. Or there may be something much more muted; it would be a great mistake to jump to too many conclusions from the stories now emanating from the more critical MSC-watchers.

The present atmosphere is already soured by the Government's latest piece of trade union legislation and by the cross decision to dismantle the Industrial Training Boards. In such circumstances a good deal of huffing and puffing is altogether normal and largely a matter of form. Nobody is going to be wholly satisfied. Equally, the Government is not going to be able to draw the line under its White Paper commitments and say that there is an end to it.

The Government will certainly not be able indefinitely to limit its commitment, to the 16-year-olds; sooner rather than later the guarantee will have to be extended to the 17-year-olds as well, and the range of training and vocational education which is offered to young people in these age groups will have to be extended. It is up to the MSC to press forward with plans for the age group — and for the DES to put its own in much more vigorously — knowing that every realistic forecast of employment envisages the continuation of very high levels of unemployment among the teenage groups which can only effectively be met by removing more and more of them from the labour market.

## Comment

### Glimpse of the youth culture

Adolescence, they say, is an uncomfortable time — and not only for those passing through it. Teachers (and parents) who prefer not to know too much about the real lives of their teenage charges are giving in to a natural, if regrettable, inclination. The hopes and fears, the arrogance and aggression — the sheer raw energy of youth — represent a powerful threat to the painfully-acquired equilibrium of adulthood.

In this respect, these are peculiarly difficult times. Today's teenagers have grown up with the threat of imminent extinction, whereas most of their parents will have known a time when the future seemed full of promise, they themselves have never enjoyed, and possibly never will enjoy, any such luxury. The means more immediately destructive effects of chronic unemployment will be familiar only to their grandparents. Adults who have watched it evolve find the modern world hard enough to come to terms with and can be no surprise if new generations of adolescents find the same impossible.

Some of this might profitably be borne in mind by those who read the reports on pages 21-27 with frowning disapproval. Traditional pre-marital disapproval may be at a discount, but other moral codes can still ensure that young people treat each other with generosity.

Our report on pocket money suggests that contemporary teenagers are a good deal less mercenary than is commonly supposed: the ways they spend it imply a cheerfully inventive attitude to life. The invidious status fashion which drove thousands of adolescents to destroy themselves with drugs no longer prevails. Adam and Eve's far more wholesome (?) influence than we have stoned predecessors.

A look at what teenagers need suggests that the specialist fields which today's adolescents read under their desks — literary, joyless, earth-bound — are a look at propagating notes a lone attempt at real collaboration between the professional programme-makers and their audi-



ence. Fuelled by unemployment, and intensified by global fears, alienation proceeds apace.

### A turn-up for the book

If you have a national service, locally administered, it stands to reason that you will find local variations. But variations so great that a child in London has four times as much spent on his school books as a child in Leeds amount to a national scandal (see page 6).

The weekly survey of spending on books, stationery, and equipment by the British Educational Equipment Association and the Educational Publishers' Council shows that the cuts have made an uneven picture positively jagged.

Nearly every single local education authority in England and Wales allowed the real value of capital allowances to fall — by varying amounts — between 1976-79 and 1980-81. Ten actually cut the allowance in terms of cash, as a result, councils were spending last year only 55p between £11 and £40 per child in primary schools and between £17 and £75 per child in secondary schools.

"Fifty books and equipment" there is evidence that reductions in provision in 1979-80 have impaired the effectiveness of teaching in some areas, said the last Public Expenditure White Paper severely. The plans allow for a 2 per cent increase each year in provision per pupil.

This little homily was followed last December by the news that next year's Rate Support Grant settlement includes an extra £20m to

bring capitation spending back up to the levels of 1978-79.

But will it happen? Even if the extra money (which is national) is actually spent on education (not always the case) it would be most unlikely to find its way into capitation.

In practice, local education authorities trying to trim spending pounce on books first and teachers last. Those poor old worn-out copies of Shakespeare can do for another year. One way to iron out the grosser disparities is to shame the meanest authorities publicly. That is why this annual exercise by the book publishers is so valuable.

But it is not enough. They are quite right to ask for national guidelines on the minimum acceptable spending levels.

### DHSS should think again

It must always have been on the cards that diligent bureaucrats in the Department of Health and Social Security (see page 12) would challenge the payment of supplementary benefit to young people taking courses of less than 21 hours a week in further education colleges.

With a scrupulous concern for fairness, the DHSS argue that to pay benefits to part-time students but to withhold benefits from full-time students is inequitable. On the principle that the two rights make one wrong, they ignore the obvious logic of extending benefits to the full-time students and prefer the ignoble alternative of stopping the loop-hole.

It comes as no surprise to learn that the DES was not consulted by the DHSS before new draft instructions were prepared. Why on earth should anybody suppose there were questions of educational policy at issue?

Here was an obvious case where there was everything to be said for turning the Nelsonian eye to this beneficial anomaly. In strict logic, unfortunately, the DHSS has a case.

By other canons of logic, that those by which the DHSS lives, it is an absurd nonsense to withdraw benefits from unemployed youngsters who improve their shining hour by study while paying but cheerfully to those who kill time on the pinball machines.

The DHSS should think again and the Secretary of State for Education should use his clout as a senior cabinet minister to make sure that they do.

### No Comment

"For some years now a system has been in operation whereby the Building Services Authority issues to each lecturer a 'particulars of the cloth board duster' for which he is responsible. If you considered that your duster is ready for exchange you would follow the procedures outlined in the handbook to obtain a replacement."

Memorandum to teaching staff in the South building of South Thames College.

## Overtaken, again, by the march of events

The National Child Development Study is a fruitful source for research, with its birth in one week in 1958, and it was such a good idea for the National Child Development Study that it was given a representative sample of the labour market, that it seems doubly fortunate that better use has not been made of the material than in *Unqualified and Employed* (page 7).

To say this is not to quarrel with Walker's main conclusions: that educationally handicapped youngsters are likely to get stuck in repetitive, dead-end, low-skill jobs; doomed to stay at the bottom of the market unless their disadvantages are recognized — although anyone remotely concerned with their welfare could have told him without spending six years on a study of 18-year-olds.

It is that six years which has produced Walker's handicap. The research was commissioned by the DES for the Warnock Committee and the survey was carried out in 1976 and 1977. The early handicapped school-leavers were four times as likely to be unemployed than with figures, in the Warnock Report.

But it has taken nearly four years to do the research to be written up and published. Although the NCB rightly claims, in the study provides "hitherto unavailable information," much of this is now out of date. The experiences of the young people could not have been changed by developments, but the conclusions that Walker draws from them could, and is borne in mind that the 18-year-olds viewed in 1976 probably left school in 1978.

None of them, for example, would have the chance to join a Youth Training Programme, which many special needs officers have found a real lifeline for handicapped clients since they began in 1979. Not all of them will have even seen a first careers officer, since SCOs, though mentioned in passing by Mr Walker, began to be appointed in many areas only last year.

And although only 9 per cent of the sample had embarked on further education compared with 21 per cent of non-handicapped school-leavers, it is of the past few years the FE courses do work preparation for handicapped young people have begun to multiply.

All these factors should be taken account when considering Mr Walker's findings, particularly on careers advice, least careers teaching in school which is disadvantage in the labour market would need the need for extra help. As well as less contact with the careers service, the capped at age 16 were three times as likely to have been in schools which did not have careers teachers.

But the Warnock Report in 1978 set at length the useful work of the careers officers, and the way in which it was to be developed. The following year a study which looked at measures in schools to spend much more time in their schools than their counterparts in schools with target enrolments and were pondering more successful at job-offering.

As to the recommendations, to give more carpentry example to call for early day-release under the 1944 Act, and to resources through the MSC and the Training Boards for compulsory education in the light of the developing changes on industrial training.

Patricia Rowe

## HMI's survey team goes back to Dudley

by Sarah Bayliss

Schools and colleges in one of the lowest spending authorities in the country are under scrutiny again from Her Majesty's Inspectorate.

The HMI who carried out a special survey of the education service in Dudley, in the West Midlands, last summer term, were back there this week collecting more information.

It is understood that Miss Sheila Browne, the chief inspector, has asked for more information on secondary schools and in particular about their examination results, science teaching, craft design and technology courses and the provision for sixth-formers.

Publication of the HMI's findings has been postponed at least twice. According to information received by *The TES* a first draft written last September found buildings in poor repair, education officers overwork-

ed, severe book shortages and wide inequalities between schools. But that draft was scrapped and a rewritten version expected by Christmas has not yet appeared.

The HMI's saturation survey, the second of its kind, was instigated nine months after an analysis of the most expensive authority — the Inner London Education Authority — was made public. Similar exercises by the Inspectorate are planned but areas have not been named.

This week politicians and teacher associations in Dudley complained about the delay in publication, not least because a new budget is being drawn up for education.

The council's Conservative leadership has said it wants a single figure rate rise in the coming financial year, and is considering cuts worth 1, 3 and 5 per cent. A 3 per cent education cut would mean the loss of

150 teaching posts, wholesale abolition of nursery education and a 25 per cent cut in capitation.

Mrs Elizabeth Walker, chairman of the education committee and a headteacher in a neighbouring authority, told *The TES* she viewed the effects of a 3 per cent cut "with horror"; the Conservative group had some difficult decisions to take.

She was "very annoyed" about the delay in the HMI report. It would be helpful to know how efficient the education service in Dudley was judged to be and how it compared with others. "We went to a great deal of trouble to accommodate HMI in the summer assuming their report would be ready as soon as possible."

A spokeswoman at the DES said the HMI survey was never intended to be linked to any particular budget decisions.



Sheila Browne... seeking more information.

## Dual system may be kept

by Biddy Passmore

Ministers are still thinking of keeping the present dual systems of exams at 16-plus, Sir Keith Joseph, the Education Secretary, revealed to MPs on Wednesday.

Giving evidence before the Commons Select Committee on Education, he said: "Ministers are still considering the implications of shifting — or not shifting — to a single system. It was quite clear, he continued, that the two systems of GCE and CSE were not sufficiently harmonized.

There would be a temporary cost involved either in introducing a new system or in rationalizing the existing system, he said, but his main concern was with standards, not money. Sir Keith would not say whether he favoured the present proposals. He said they left ill-defined some of the bases on which they were built. Ministers were considering whether the criteria were defensible and what implications for standards would result.

Asked if he would step in if he thought a local education authority fell below legal standards, the Education Secretary said he would need to be "very convinced" that the authority was not carrying out its legal duty.

Mr William Waldegrave, higher education minister, told the committee that enrolments to the public sector of higher education had risen by 10 per cent last year and were 8,000 above predictions.

He confirmed that about 4,000 lecturers' jobs were due to go in the public sector in the next few years and estimated that about 4,000 ancillary jobs would have to be lost as well.

## Court ruling could hit allowances

by Hilary Wilce

Allowances made to teachers working in social priority schools could be threatened following a recent court ruling in Newcastle.

Local authorities are already keen to scrap these payments, and the judgment is likely to be seen as offering further ammunition for their argument.

The Newcastle case was brought by a Social Democrat councillor, Mr Jack Richardson, for Pearl Dance Ltd., against the city council for allegedly illegally fixing the rate.

Among the many alleged misuses of funds was certain social priority payments to teachers. And although the judge ruled that the council had not acted illegally, he said it had

been wrong to make these particular payments, which totalled £26,305 to 10 teachers in 1981.

The payments were made to 18 teachers who had been deployed from social priority schools to non-social priority schools, Newcastle, declaring that the teachers were on secondment to these non-SPA schools, had continued to pay social priority allowances. The judge rules this unlawful payment.

A further 83 teachers had been transferred, on reorganization, to non-social priority schools, Newcastle, applying the test recommended by the Burnham reference committee, judged that since these teachers were continuing to teach a substan-

tial number of children who would have attended social priority schools were it not for reorganization, they should continue to be paid the extra allowance.

However, the judge, making a fine distinction, said that the test should actually be whether a substantial number of pupils at the new school would have attended the social priority school at which the teacher previously taught, were it not for reorganization.

Local authorities were advised of the judgment, made late last year, in a letter sent out this week from the secretary of the management panel of the Burnham Primary and Secondary Committee.

## More power urged for Sir Keith

Continued from page one

ditions of service. Serious consideration should be given in any revised conditions of service to the introduction of some national system of sabbaticals for teachers so as to help permit a more orderly contraction, it says. It also recommends that a certain level of in-service training be made a contractual obligation for all teachers.

On the need to attract more qualified teachers into mathematics and other "shortage" subjects, it suggests that additional financial incentives be offered to students training to become teachers in those subjects. But it stops short of recommending higher salaries for qualified teachers in shortage subjects, noting the view of the chairman of the Association of Teachers of Mathematics, who told the committee: "We are just rather sceptical about whether it (higher salaries) would in fact do anything to improve the supply of mathematics teachers."

## Clamp on courses

A clampdown on new courses in polytechnics and colleges was announced in a DES circular this week. It is meant to stop new courses springing up and complicating the work of the new National Advisory Body as it surveys existing provision.

In future, the Education Secretary will approve new full-time or sandwich advanced courses only if they replace existing courses in engineering, make small changes to existing courses or are privately sponsored.

For part-time courses, Regional Advisory Councils will decide which new courses are justified "on clear evidence of unmet need".

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### Council talks about massive cuts

Manchester councillors are today discussing how they could cut more than £20 million from the city's education budget.

Education bears the brunt of proposed cuts of £55m, which follow a decision by the city's ruling Labour group to try to hold down April's rate increase to about 12 per cent. The city faces an election in May.

The massive cuts demanded throw into question substantial parts of the city's further education provision. The future of the City of Manchester College of Higher Education, the Royal Northern College of Music and a number of colleges of further education, is thought likely to be discussed at today's meeting of the education budget sub-committee.

### Unions seek withdrawal of questionnaire

Trade unions are asking Clwyd County Council to withdraw a controversial employment questionnaire which asks women whether they are pregnant and to give the date of their last period.

After complaints from teachers, the NUT asked the education authority to withdraw the forms. The union was referred to the medical department which has asked for the questions to be included, and a letter from the head of the occupational health unit, Dr F. A. Horrocks, claimed that the purpose was to assist teachers in health matters.

So far backing for the NUT has come from the Secondary Heads' Association, the National Association of Head Teachers, the Assistants' and Mistresses' Association, and the National and Local Government Officers' Association.

The NUT legal department says that discrimination against pregnant women in employment is unlawful, but the Equal Opportunities Commission said the situation is not clear cut. "We have had plenty of cases of employers trying to sack women when they become pregnant, but as far as we know we have never handled a case like this before," a spokeswoman said. "We would be happy to look at it if it is referred to us."

### DES figures show 9,000 full-time jobs lost last year

by Bert Lodge

About 9,000 full-time teaching jobs disappeared from schools in England last year, according to figures released this week by the Department of Education and Science.

The number of teachers employed dropped in every sector — nursery, primary and secondary. The biggest fall was in primary schools where 7,000 teachers fewer were employed in 1981 compared with the previous year. Despite this the pupil-teacher ratio also fell from 22.7 to 22.6. In secondary schools the drop was 1,500 and the pupil-teacher ratio remained unchanged at 16.6.

The total of 414,000 qualified teachers working in English schools in January 1981 was 12,000 lower than the peak figure reached in 1979. Numbers employed in primary schools have been falling for the past five years and last year's total of 181,000 was 19,000 below the 1976 peak figure.

The 231,000 qualified teachers employed last year in secondary schools compared with the peak figure the year before of 232,500.

Total teaching staff which includes

### DES figures show 9,000 full-time jobs lost last year

qualified teachers, student teachers and instructors paid by local education authorities in January 1981 was 429,000, a drop of 9,000 from the previous year.

Though the DES warns that comparisons of pupil-teacher ratios cannot be strictly accurate because of local differences; particularly in age span of schools: the highest pupil-teacher ratio at primary level was in the borough of Tameside with 25.0. Lowest was Inner London with 17.0. In the Isles of Scilly 12 teachers have 165 pupils giving a ratio of 13.9. At secondary level highest ratio is Bradford with 18.5 and the lowest is the London borough of Brent with 13.3.

In the Isles of Scilly 142 senior pupils spread among their 12 teachers at a ratio of 11.5.

DES statistical bulletin 2/82: January, 1982. Pupil-teacher ratios for each local education authority in England in January 1981. Available from Statistics Branch, DES, York Road, London, SE1.



# Platform

This is an abridged version of Stuart MacLure's inaugural lecture as honorary professor of education, delivered this week at Keele University.

## Consequences of Tebbit

The present mood of public education is glum and oppressed. Educational finance dominates the schools, the further education colleges, and all institutions of higher education. The fall in the birthrate from 1965-77 is now hitting the schools and threatening the universities. With it has come a reaction against the liberal ideas and the optimism of the sixties, as successive Secretaries of State have sought to articulate what they believe to be the views of a critical public.

Worse than any of the particular ills which beset the education system and all who work in it are the ills which beset Britain and the British economy — ills which go beyond the confines of these islands to the world economy and the world recession.

One thing distinguishes the depression of the 1980s from that of the 1930s, as far as education is concerned. In the 1930s there was a fairly clear idea of what needed to be done in regard to education. The school leaving age had to be raised. Grammar school fees had to be abolished and secondary education opened to everyone. Day continuation schools had to be introduced. Access to higher education had to be opened up. When, in 1941, it became possible to start planning for a post-war future, all that the officials at the Board of Education in their Bourne-mouth Hydro had to do was to write down on the proverbial back of an envelope a shopping list which commanded general support.

Today's melancholy does not cloak any such consensus for future reform among the educators. There is no new 1944 Act waiting in the wings. What there is, is something rather

different, but in its way not much less significant. Now, in the middle of the recession and without waiting for another war and another peace, a major social advance of an educational nature is about to be made. But at this time the moving spirit is not education at all, but Employment — or, to be more accurate, Unemployment.

Needs must, they say, when the Devil drives. And youth unemployment, which threatens to leave 60 per cent of school leavers without jobs, is the driving force behind the Tebbit White Paper and the MSC's New Training Initiative.

The paper goes on to argue that the Tebbit White Paper and the guarantee it offers of a one-year traineeship for all 16-year-old leavers, will lead, on a logical basis, to a two-year traineeship which effectively takes 90% of the 16 and 17-year-olds out of the labour market.

It examines the origins of the scheme, and the formative influences which shaped it, considers the activities which it will give rise to, and their impact on the colleges of further education and the schools. Are there other ways of achieving the same objective by incorporating more of these activities within the education system?

The case for a new legal framework for further education and a tertiary administrative system spanning the upper reaches of secondary education and the 16-18s in FE is getting stronger every day. This might be interpreted as meaning a new Ministry spanning education and training.

The argument for changes in the machinery of government, however, is liable to obscure the more important question of how the system is to develop after the machinery has been changed.

Rough edges will remain, however the departmental responsibilities are carved up. But if not a new Ministry, at least there may need to be a new agency to work jointly with Education and Employment, and, as Barry Taylor, the Somerset CEO, suggested at the North of England Conference, new local education and training authorities, with strong industrial and trade union representation, to administer the tertiary stage. And, of course, a new financial mechanism which would enable the Government to channel funds into this area of activity without going through the Rate Support Grant.

The object of such a structural change would be to remedy what is most obvious weakness in the Tebbit White Paper, and indeed in the whole approach to 16-18s, adopted by the present Government and its Labour predecessor.

This is the refusal to look at the 16-18s as a whole. It is perfectly obvious why this has happened, given the political and institutional pressures. But now is undoubtedly the time to look again at the fundamental weakness of the English educational system — its high attrition rates and the unsatisfactory deal it offers to the least successful 40 per cent, which arise from this.

It is a major point to the credit of the Labour Party's recent discussion document that it recognizes this. As I see it, the present pattern of school-leaving and staying on is the result of two things:

● The now-falsified expectation that jobs (and wages) will be available for two thirds of the age group at or soon after the age of 16; and

● The mechanics of the secondary education system itself — the system of valves and overflows which are operated by the examination system and the curriculum to filter the inflow at 11 down to the trickle which emerges at 18.

It occurs to me that all these arithmetical problems which need to be set to my generation of schoolboys to give an illusion of practical problem-solving (relevant to future plumbers if to no one else) — which involved calculating the rate at which cisterns fill or empty, given supply pipes of one dimension and waste pipes of another — were really meant to be parables of the education system.

The system has lived so long with the expectation of early leaving that most of the mechanisms which make sure it happens are valued parts of the educational tradition which affect assessment and educational guidance from the primary school onwards. Teachers and pupils alike learn who goes down which plug-hole.

At appropriate points along the way, the necessary valves are opened and closed and the 100 per cent of five-year-olds, who enter on the flowing tide, are reduced 13 years later to the 12 or 13 per cent who go on to higher education. The high drop-out and low retention rates do not, in any sense, represent a failure of the system, but a vindication of it: This is the way it has been designed.

It would be perverse to expect it to lead to other results than those which are systematically programmed.

A change in the employment situation which destroys the expectation of jobs at 16 calls in question the systematic operation of all the exclusion mechanisms.

What we should now be doing is asking what changes would be needed to retain within the education system some 60 per cent of the age group. We should examine out secondary education arrangements as a system and consider what systematic changes in curriculum and examination at various levels would be needed to "uplift" a much higher proportion.

I take it that the necessary changes would all be interdependent — that it would be no good, for example, putting a policy aimed at keeping more 16-year-olds in full-time education beyond the leaving age by financial incentives and changes in the examination system, while restricting the curriculum in such a way as to emphasize rigorous and exclusive academic requirements.

There is already mounting evidence that more young people are continuing beyond 16, as a response to the present state of the labour market; evidence also that schools and further education colleges are introducing courses geared to their needs. More young people would stay on now if there was more vocational education available for them.

It is not a matter of setting out from scratch to make a revolutionary change; rather, it is a question of reviewing a number of policies, some of which are favourable, and others hostile, to this development and, for once, attempting to be consistent.

In the end it would add up to something like a revolutionary change, but one which could be seen to be a direct and logical response to equally radical changes in the job market. There is no suggestion here of raising the minimum legal leaving age. It would have to depend on encouraging more to stay on of their own volition.

To incorporate a larger traction of the teenage population in education beyond 16 would mean reviewing the curriculum with this specific end in view.

The secondary school curriculum still has a very restricted notion of success. The usual measure is taken to be five O levels or CSE Grade 1s — which more or less corresponds to the old matriculation level which used to incorporate the old grammar

school tradition. Only 25 per cent of young people in England leave at or above O level or better, compared with the 27 per cent who stay on in full-time education by 16, and the 12½ per cent who do so by 18.

The object of the curriculum, therefore, would have to be to devise a set of examinations which would be in which a much higher proportion could succeed. This would be the equivalent of adjusting the scale to make sure fewer young people were pushed away at the earliest opportunity.

There are, obviously, very serious difficulties. Standards of achievement though by no means immovable, come an ingrained part of institutional tradition.

It does not automatically follow that if "pass" levels were lowered and more pupils of average and low average ability were allowed to succeed, the levels of attainment of the brightest and best would satisfy fall.

But in essence the problem of achieving a more diverse education is just that of raising the level. So long as the Secretary of State can, with a straight face, tell the House of Commons that the number of students going on to higher education is a way of raising standards, there is no easy way of breaking the conception of worthwhileness of ordinary education.

It must make sense to emphasize on broadening the curriculum and interests compared with on the dilution of the academic tradition.

Some of the changes which were being to be a genuine facilitation of the secondary curriculum, would point in the direction as the FEU and the Sir Keith Joseph has been talking about the need for more vocational orientation from 14 onwards — a theme is mentioned in the Tebbit White Paper.

While it would be essential to provide a better method of educating children in the middle stage of life, it is clear that the best way to get out at 16, it would be necessary to develop the kind of education which might be made the basis of vocational courses of a more practical kind than those which have dominated the secondary schools.

It would also be essential to establish a link between courses in the years of the compulsory school years the kind of examinations which now planned at 17 for those who leave in vocational preparation.

It goes without saying that the 16-plus examination would need to be reviewed. This would suggest a very different kind of examination, which would be designed to assess the young person's ability to incorporate the old grammar

Continued on page 2

A common system of financial support for trainees and students is an essential requirement for any attempt to consider the needs of the 16-18s as a whole. 'So long as the financial support system forms a high cliff-edge between the full-time students and the trainees, there can be no pretence to an equitable approach across the board'

that now being attempted. It might even suggest the abolition of exams at 16-plus, and the postponement of the first external examination till 17 at the earliest — as a carrot for those who might otherwise leave at 16.

Any attempt to raise the staying-on rate would also imply a much wider range of activities beyond 16. It is in this context that it makes sense to think in terms of a new tertiary structure, provided this is clearly seen as extending beyond secondary school as well.

It is not reasonable to think of a wholesale change to tertiary colleges, but it would be quite reasonable to require local education and training authorities to make coherent plans for the whole of the age group, and incorporate within the tertiary structure the kind of vocational preparation envisaged by the MSC and the progression to further education and training envisaged by the FEU.

There is a great apprehension in some quarters — it is clearly stated in the Labour Party discussion paper — that the diversified programme which is essential to any comprehensive attempt to provide for the full range of ability and aspiration, will end up by re-creating at the tertiary level the unacceptable status gradations of the tripartite system of secondary education.

This may well come to dominate the political discussion — with what could be disastrous or tyrannical results. It is already possible to hear otherwise mild-mannered Hampshire intellectuals cheerfully insisting on the destruction of the academic sixth form, and the banishment of those destined for intellectual pursuits to a stint in the salt mines to impute high status within the education system to activities which do not enjoy high status in society as a whole. But the best hope is not to make sure status differences are hidden by making everybody do the same thing — which would be impractical as well as pointless — but to capitalize on the diversity of the economic activities around which the divisions of labour are formed, and to keep the lines open for re-routing when individual opportunity and motivation change.

The acceptance of diversity must be better than the preservation of the semblance of a unified curriculum by simply watering it down more and more for the less able. The need is for real choices and a range of different goals along the line.

Recent Scandinavian experience suggests that, provided access to higher education is broadened and the range of acceptable entrance qualifications is extended, the traditional biases against vocational education can be greatly reduced.

All of which leads to the observation that any successful attempt to extend the range of students in upper secondary and further education would, in due course, have implications for higher education. So far, 38 years on from the 1944 Act, Britain still does not have mass secondary education. If this is now going to come, would it still be compatible with elite higher education?

A good deal of the pressure which builds up behind the outflow of pupils at 16 results from the narrow entry to higher education at 18-19, and the narrow definition of what justifies full-time education at the post-secondary stage.

It seems absurd to talk of the North Americanization of British higher education now, when the Government and the University Grants Committee are actively restricting entry and refining the academic gold in search of even greater purity. But if the schools and the universities are truly interdependent, then a major expansion of secondary education is not conceivable without a consequential expansion later on at the higher education level.

A much larger system of post-secondary education would, of necessity, imply a wider range of institutions, activities and centres of quality. It might involve deliberately

Table 2  
1980: Support Payments for Trainees and Students aged 16 and 17  
assumptions:  
staying on rate in full-time education at 67% of 16-year-old and 45% of 17-year-olds  
10% are in ordinary employment  
all not in full-time education receive training allowance

size of age group:	Youth Training Scheme			
	Number on Scheme (000s)	% of age group	Allowance E p.w.	Annual Cost Em
(i) Not in full-time education				
Aged 16	164.8	23.3	750	123.6m
Aged 17	338.4	44.6	1,250	423.0
	503.2	34.3		546.6
(ii) In full-time education				
Aged 16	470.6	68.7	750	200.3m
Aged 17	346.6	46.6	750	147.5
	817.1	66.7		347.8
(iii) other public expenditure				
MSC administration and grants to sponsors				892.6
Education: not recurrent institutional costs				547.7
— 408,550 in school @ £1,340				718.0
— 408,550 in FE @ £1,780				
TOTAL: 1980			£2,312.73	£3,063.6m
Total per capita cost, 1980				

choosing cheaper models, with a wider range of staffing levels and a further erosion of student grants (whoever, in the West, heard of mass higher education going hand-in-hand with mandatory student grants?). It would also, certainly, require something like the Swedish 24 + 5 scheme under which adult students age 24 and over with five years of employment behind them are entitled to enter university without the regular qualifications.

The institutional mix would also change, with the colleges of further education coming into their own as real Community Colleges, bringing within the higher education network forms of education and vocational training, not hitherto held in high esteem, and developing new, full-time adult courses combining general education with vocational skills.

I do not believe that life-long education is going to come quickly, nor that returning adults provide an easy answer to demographic decline over the next 10 years.

But I do believe that there will be a great deal more retraining and updating of skills, some of which will take place within the context of a broadened higher education. Because the universities have been able to content themselves with their traditional patterns of teaching and research, they have had little occasion to look at what they could offer in other forms or to other groups.

The cost of such an expansion belongs to the future. A larger population in post-secondary education will be another consequence of the higher productivity which advanced technology will bring along with upheavals in the labour market. It will have to be seen against a background of a continuing surplus of labour and the desirability — indeed the necessity — of absorbing more young people and adults within the education system, rather than watching them swell the idle queues.

And so I come back to the question of financial support for trainees and students, to which any attempt to consider the needs of the 16-18s as a whole returns.

So long as the financial support system forms a high cliff-edge between the full-time students and the trainees, there can be no pretence to an equitable approach across the board.

Clearly, all that can be done here is to consider the costs implicit in the Tebbit White Paper and ask whether there is no way of distributing this money more fairly. When I speak of the costs implicit in the White Paper, I mean not just those involved in meeting the first, limited guarantee but of extending it to the whole of the 16- and 17-year-olds who have left school.

The details of the exploration are much less important than the underlying propositions:

● that we should look at the needs of the 16-18-year-olds as a whole — those in education as well as those in (and out of) work;

● that we should not be stampeded by the opportunism of the Department of Employment and the power of youth unemployment to command public funds, into policies which fail to do justice to the needs of young people;

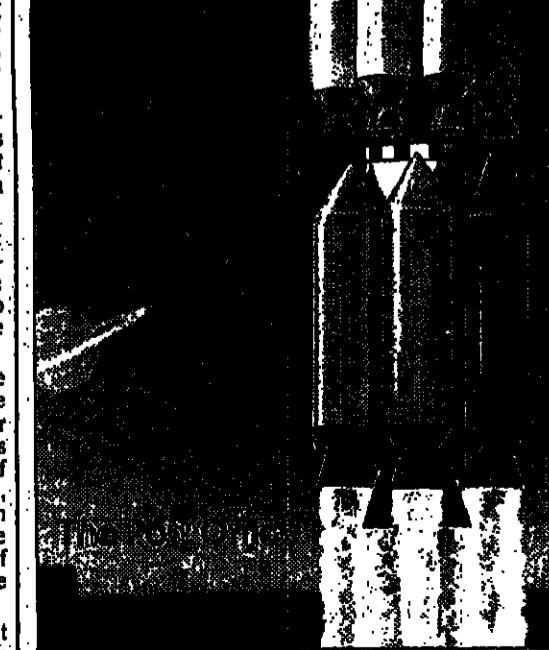
● that we should look beyond crisis measures designed to take two age-groups off the labour market to the long-term needs of the post-industrial society, which will certainly require a much broader attitude to higher education and personal development;

● that we should recover confidence in what education can offer to the nation as a whole, not just to those who are good at those things which education has traditionally valued.

It is obvious that at present the Department of Employment is pushing forward with a training scheme which could represent the most important educational development since the mid-1960s. It is equally obvious that the DES is watching from the sidelines, while at the same time pursuing other policies — with regard to examinations and to higher education — which run clean contrary to the logic of the Tebbit initiative.

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Table 1  
1982: Support Payments for Trainees and Students aged 16 and 17  
assumptions:  
present rates of staying on in full-time education  
10% are in ordinary employment  
all not in full-time education receive training allowance

size of age group:	Youth Training Scheme			
	Number on Scheme (000s)	% of age group	Allowance E p.w.	Annual Cost Em
(i) Not in full-time education				
Aged 16	431.4	48.2	750	323.6m
Aged 17	387.8	51.2	1,250	486.0
	819.2	50.7		810.6
(ii) In full-time education				
Aged 16	374.1	41.8	750	280.3m
Aged 17	312.2	41.2	750	234.2
	686.3	41.5		514.5
(iii) other public expenditure				
MSC administration and grants to sponsors				892.6
Education: not recurrent institutional costs				547.7
— 410,200 in school @ £1,340				718.0
— 296,100 in FE @ £1,780				
TOTAL: 1982			£2,312.73	£3,063.6m
Total per capita cost, 1982				



Absenteeism in Welsh schools has become alarming, says an HMI report

Crackdown urged on less able pupils who play truant

by Biddy Passmore

More than a third of less able pupils in Wales frequently play truant from school, according to an HMI Report published last week by the Home Office.

The report, *Years IV and V in Comprehensive Schools*, says the problem of absenteeism from Welsh schools - revealed as "alarming" in a 1974 survey - remains serious. It suggests that teachers should take their own record of attendance at the start of each lesson since the twice daily formal registration does not guarantee their attendance at individual classes.

The report states that forms composed mainly of CSE and non-examination pupils frequently muster no more than 60 per cent attendance overall. CSE subject groups often operate throughout the school year with 70 per cent or less of pupils present - with the further complication that different pupils are absent on each occasion the class meets.

"It would be sad if teachers should become reconciled to this casual taking up and laying down of school work and the sad waste of missed and uncompleted assignments in exercise books," it says.

To counteract the problem, it proposes that teachers should keep an exact record of absenteeism and organize extra sessions supervised on a departmental role, for those who accumulate a deficit of missed work. This would give the pupils guidance and encouragement as well as the opportunity to catch up, the inspectors say.

But they stress that the fundamental answer to truancy lies in the quality of the courses offered, the vigilance of teachers and the general ethos of the school. Too often, they say, teachers allow the quality of pupils' work and behaviour to deteriorate in the fourth and fifth years because they do not monitor their progress closely enough.

The report says it is reasonable to expect pupils to adopt more adult attitudes to school from the start of the fourth year. But teachers frequently ignore signs that their pupils are failing to conform to these expectations, for instance by failing to hand in an assignment on time.

"Many fourth- and fifth-formers are allowed to offer steadily deteriorating standards without intervention from their teachers until the sharp shock of half-yearly examination."

Less able pupils, who may take few public exams or none, need a programme which includes a wide range of educational experiences in school and quite closely supervised activities outside, the report says. Where this is provided, with an effort to link the two aspects, many perceive for the first time the relevance of lessons to life after school.

The inspectors note that this kind of success is being achieved where visits of an old RSA department remain.

The report makes a plea for schools, to give more responsibilities to the less able fifth-formers who are likely to leave at 16, especially in 11 to 18 schools. Where 11 to 16 schools make fifth-formers preferential, their duties are indistinguishable from those carried out by young people two years or more their senior in 11 to 18 schools and are discharged with similar tact and diligence," it points out.

The Welsh inspectors point to the familiar picture of fourth and fifth form courses heavily dominated by routine preparation for OCE and CSE exams. In mathematics, they suggest that too narrow interpretation of the syllabus leaves many young people, even those who have achieved reasonable exam grades, unable to apply mathematical techniques to simple problems outside the context of standard examination questions.

For the 20 per cent who do not sit a public exam in maths, they praise the tests of basic numeracy devised in conjunction with local employers. In English, they take teachers to task for lazy and unhelpful marking of written work, "overwhelming concentration" on examination practice, especially comprehension, and allowing insufficient time for oral contributions during literature classes.

Another cause for concern is the lack of school supervision and planning of work experience. This is usually offered only to the least able but may damage their schooling by cutting across the timetable in an entirely arbitrary manner.

"Pupils whose grasp of literacy and numeracy is insecure should have their teaching in the basic subjects safeguarded, and supported by work experience rather than undermined by it," the inspectors point out.

Linked courses at local FE colleges may also make the less able lose too much valuable time at school, the report says. In exceptional cases, fifth year pupils have been known to spend 4 1/2 days a week in further education on City and Guilds or similar courses.

Separate timetable of schools and colleges means that some fifth-formers have to miss lessons at unpredictable times throughout the week. "It is incontestable that pupils whose attainment in the basic subjects as they approach the end of compulsory schooling is still low cannot afford to lose any time at school," the inspectors state. "But many do, indeed, the combined effect of linked courses and work experience commitments may in some cases deprive the less able of as much as two-thirds of their final year of secondary education."

*Years IV and V in Comprehensive Schools* is a booklet available in bilingual form free from the Welsh Office, Education Department, Cathays Park, Cardiff CP1 3NQ.

Call for book-spending guide

by Sarah Bayliss

A guide to how much should be spent on books and equipment for each child at school has been called for by the British Educational Association.

The Government has been asked to issue national guidelines in the light of a survey showing an overall decline in the purchasing power of capitation allowances, and a growing disparity between what individual authorities spend.

Mr John Savage, director of the BEEA, said this week his association had campaigned for guidelines for several years, but the recent figures, published here, made the issue even more pressing.

The survey by the BEEA and the Educational Publishers' Council shows that 102 out of 104 education authorities in England and Wales allowed the real value of capitation to fall in the two years between 1978-79 and 1980-81. The two authorities which kept pace with inflation were low spenders in the first place.

Ten authorities not only failed to protect against the ravages of inflation but actually spent less on books and equipment in 1980-81 than in 1978-79. In Doncaster, for example, where the cuts were most severe, spending on each primary pupil dropped from £17.50 to £13.60 and in secondary schools from £30.10 to £23.90.

A commentary attached to the survey quotes a statement made by Sir Keith Joseph, the Education Secretary, last December that an extra £20m in the rate support grant settlement was intended to restore the levels of books and equipment to those in 1978-79.

L.e.a.s must respond to the Secretary of State's proposal to restore 1978-79 levels in real terms or invite the criticism that they have abdicated their responsibilities," writes Mr Savage. Every penny, and more, of the £20m must be spent on books and equipment.

The survey has calculated what must be spent in 1982-83 if capitation allowances are to match the levels in 1978-79. An inflation figure of 65 per cent has been applied.

It shows that in Kent, for example, where spending on primary pupils dropped to £11.80 per head in 1980-81, spending next year would need to almost double to maintain provision at 1978-79 levels.

The survey also reveals big differences between authorities. In primary schools some authorities provided only £11 per child last year while others were near the £40 mark. There was similar variation in secondary schools with capitation ranging from under £20 per pupil to over £70.

The most extreme difference was between the Inner London Education Authority and Leeds. When Leeds was spending £10.60 on each primary pupil, the LEA was spending £38.90. In the secondary schools Leeds was spending £16.80 per pupil while the LEA spent £74.60.

And the gap between high spending and low spending authorities is widening. Three years ago the capitation levels in LEA schools were three times higher than the lowest spender. Last year they were four times higher.

A survey out this week puts pressure on local councils to restore cuts in their budgets for the coming year. A Guide to Public Library Spending in England and Wales, issued by the National Book Committee, shows that since 1978-79 spending on library books has been cut back by roughly 20 per cent in real terms.

BOOKS AND EQUIPMENT: ACTUAL SPENDING 1978-1981 AND BEEA RECOMMENDATIONS FOR 1982-1983

Authority	PRIMARY SCHOOLS		SECONDARY SCHOOLS	
	1978-79	1980-81	1978-79	1980-81
Metropolitan Districts				
Barnsley	14.0	16.7	24.1	23.8
Birmingham	10.4	11.2	17.2	21.2
Bolton	12.3	11.9	20.3	21.0
Bradford	11.6	15.2	19.0	20.7
Bury	13.1	16.2	21.6	20.8
Calderdale	13.8	15.4	22.8	20.7
Cheshire	14.3	14.4	23.8	25.1
Doncaster	17.6	17.6	28.9	30.1
Dudley	9.9	13.8	20.9	20.1
Gateshead	11.7	16.0	19.3	21.9
Knowsley	7.9	13.9	13.1	18.9
Knowsley	8.6	13.9	16.4	20.1
Leeds	9.7	13.9	21.6	22.8
Liverpool	12.9	17.6	21.3	17.8
Manchester	14.9	18.2	24.6	30.9
Newcastle-Upon-Tyne	11.9	18.5	19.5	28.2
Oldham	14.8	17.1	24.1	22.3
Rotherham	8.6	11.3	15.9	18.6
St. Helena	13.8	16.9	22.8	21.0
Salford	14.2	15.3	18.8	18.6
Sandwell	10.2	13.9	18.8	21.6
Sefton	10.8	12.0	19.9	20.6
Sheffield	10.5	22.9	27.9	28.0
Solihull	10.4	17.0	17.2	18.6
Stockport	13.8	16.3	22.8	22.4
Tameside	10.1	16.1	24.8	22.6
Tameside	10.7	16.1	24.8	21.9
Tyneside North	13.3	16.8	22.0	21.1
Tyneside South	14.0	20.7	23.1	28.1
Wakefield	14.6	18.6	23.1	19.0
Walsall	12.1	14.6	20.0	28.2
Wigan	11.1	13.6	18.3	20.1
Wirral	13.3	18.2	22.0	22.7
Wolverhampton				
London Boroughs				
Barking	12.2	14.3	20.2	20.0
Barnet	15.1	20.2	24.9	27.9
Bexley	14.0	18.0	23.1	28.2
Brent	18.3	26.5	30.2	35.6
Bromley	18.2	18.8	23.8	26.9
Croydon	12.6	18.7	20.7	24.8
Ealing	15.0	20.4	24.8	28.2
Enfield	11.8	16.0	18.7	20.5
Haringey	19.1	22.6	26.6	28.0
Havering	17.1	21.3	28.8	38.2
Hillingdon	11.9	16.9	19.7	26.1
Hounslow	16.8	17.4	26.1	28.3
Merton	4.8	10.8	12.0	21.0
Merton	18.9	16.4	21.0	31.8
Newham	13.2	16.9	21.8	20.8
Redbridge	10.2	16.9	21.0	24.8
Richmond-Upon-Thames	13.2	22.1	23.1	32.1
Sutton	18.7	21.8	24.2	32.4
Waltham Forest	21.2	26.8	27.8	36.8
W.L.E.A.	27.0	38.9	40.8	50.2

Counties

Avon	11.9	13.7	19.7	24.8	26.7
Bedfordshire	11.1	18.0	23.3	31.1	31.8
Berkshire	11.7	18.0	23.3	31.1	31.8
Buckinghamshire	13.6	17.0	22.3	26.6	32.0
Cambridgeshire	11.9	14.2	18.2	21.8	26.3
Cheshire	9.2	14.5	16.2	28.7	28.3
Cleveland	14.5	14.6	16.0	25.6	28.8
Derbyshire	11.5	14.9	19.0	19.2	28.2
Devon	13.8	14.7	22.8	26.1	27.4
Devon	13.8	14.7	22.8	26.1	27.4
Derbyshire	11.9	18.0	22.6	30.6	32.1
Dorset	12.7	16.3	21.0	21.3	28.7
Durham	14.2	18.0	23.8	27.8	30.8
Dyfed	14.4	18.0	23.8	27.8	30.8
Essex	11.4	13.9	18.8	21.9	24.4
Glamorgan Mid	9.6	13.2	18.4	21.2	24.0
Glamorgan South	12.1	14.0	20.6	21.0	24.0
Glamorgan West	16.6	18.8	25.4	26.8	28.0
Gloucestershire	11.1	13.8	18.3	17.8	21.0
Gwynedd	10.3	12.7	17.0	17.0	21.0
Hereford & Worcester	16.1	16.3	18.7	18.7	21.0
Hertfordshire	11.8	12.8	18.2	23.9	23.8
Humbly Grove	13.1	12.1	18.7	18.4	23.8
Humbly Grove	13.1	12.1	18.7	18.4	23.8
Ipswich	11.4	16.1	21.8	25.2	28.0
Isle of Wight	14.4	16.0	18.6	18.6	21.0
Kent	15.3	18.1	28.3	34.1	39.9
Lancashire	13.4	11.8	22.1	25.9	21.2
Lancashire	13.4	11.8	22.1	25.9	21.2
Leicestershire	10.3	13.1	16.4	20.2	26.1
Lincolnshire	8.8	14.9	17.0	21.8	28.7
London	13.2	12.8	21.8	26.5	28.3
Northamptonshire	10.7	13.7	20.0	20.4	26.7
Northamptonshire	10.7	13.7	20.0	20.4	26.7
North Yorkshire	14.8	13.3	17.7	20.9	27.2
Nottinghamshire	13.4	14.4	24.4	27.2	34.9
Oxfordshire	14.8	18.1	24.1	23.8	28.4
Oxfordshire	14.8	18.1	24.1	23.8	28.4
Powys	16.7	26.1	27.8	28.4	28.4
Shropshire	14.8	NA	NA	NA	NA
Somerset	11.4	22.9	24.8	24.1	25.1
Staffordshire	11.3	14.6	18.7	22.3	28.1
Staffordshire	10.3	13.0	17.0	18.7	26.1
Suffolk	14.0	18.9	23.1	18.0	25.1
Suffolk	14.0	18.9	23.1	18.0	25.1
Sussex East	10.0	11.9	16.5	17.5	20.8
Sussex West	14.6	16.5	24.1	28.8	30.3
Warrington	12.1	13.1	18.8	22.6	27.8
Wiltshire	10.2	15.1	18.9	22.2	27.8
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The UGC provided £40,000 towards the purchase of Highbank, which cost £85,000 not knowing that the ceiling had been set for £67,000. It was apparent that the grant would not have been forthcoming if the rules had been adhered to.

Since the purchase three years ago and the acquisition of Highbank, the cost of the acquisition, adaptation and furnishing of the house has escalated towards £300,000.

The UGC is particularly concerned that UMIST did not notify it that it intended to sell the first house, the Celdars. (THESE)

NUT calls strike over council cuts

by Richard Garner

Teachers have decided to strike over job cuts. If Barking and Dagenham councillors do not relent on plans to axe 150 jobs they will face the first indefinite strike against a Labour-controlled local education authority since the present cuts started.

Members of Barking and Dagenham association of the National Union of Teachers gave an 80 per cent majority for the action in a secret ballot.

All NUT members in Barking's 11 secondary schools will begin a three day strike next Tuesday and, after half-term the total NUT membership in the borough of 950 have been instructed to start indefinite strike action.

Meanwhile, NUT members will be putting pressure on the Labour controlling group at the town hall by urging neighbouring Labour parties to pass motions condemning the cuts.

There was a similar threat last year when teachers threatened to walk out after the authority said it could not rule out compulsory redundancy in its plans to axe 80 teaching jobs. In the end, last-minute talks produced an assurance that the cuts would be made without such redundancies.

Overseas enrolment down 25%

by Biddy Passmore

The number of overseas students enrolled on further and higher education courses in Britain is down nearly 25 per cent on last year, according to the latest Government figures.

Enrolments by overseas students at universities fell last autumn by 3 per cent for advanced courses at polytechnics and colleges by 8 per cent and for non advanced courses by a staggering 37 per cent.

This means the total now enrolled has fallen in one year from 72,400 to under 59,000 - of whom 34,000 are at universities, 16,600 on advanced courses in the public sector and 11,900 on non-advanced courses.

The United Kingdom Council for Overseas Students (UKCOSA) said this week that the full effect of the Government's "full cost fees" was beginning to work its way through the system.

The progressive erosion of the overseas student population continues and still there is no Government response" Mr Rupert Bristow, the council's executive secretary said. "We trust that the Government's own commitment to review its policy is now put into effect before Third World students are squeezed out altogether."

For home students, the latest report from the Universities Central Council on Admissions (UCCA) gives a very different picture. While overseas applications to university slumped by 35 per cent last year, home applications rose by 4.2 per cent, an increase about 2 per cent larger than the increase in the number of 18-year-olds.

Admissions, however, fell by 4 per cent, mainly as a result of a last-minute clamp-down on clearing places when universities received the bad news about their funding in last July's letter from the University Grants Committee.

Overall, first year acceptances fell from 78,939 to 75,723, a drop of 3,200. The number finding places through the September clearing system was only 6,700 compared with the usual 9,000. UCCA points out that, as might be expected, the A level grades needed to get a place through clearing last year were higher than normal.

UCCA, 19th Report 1980-81, available from the Universities Central Council on Admissions, PO Box 28, Cheltenham, GL50 1HY price £1.25.

Hereford to keep music

The ruling Conservative group Hereford and Worcester county council this week dropped a plan to scrap instrumental music tuition for 5,000 children.

The plan, part of a £6m cuts package, had caused a storm of local protest. They were put forward last summer following a high court judgement that it was illegal for a county to change for the lessors.

Now the county is examining the legal implications of a streamlined scheme to keep music going in its schools. This would involve some classes in schools, which would charge for the hire of instruments and a network of music centres in main towns.

Both would be supported by voluntary contributions.

The change of plan means that most of the 62 doomed music teaching posts will now be retained. But Hereford and Worcester is still determined to find a £6m cut in the education budget.

Unqualified and underemployed handicapped young people in labour market (referred to on page 2) is available from National Children's Bureau, 1 Wakley Street, London, EC1 7TQ. Published by Macmillan, £12.95 hardback, £4.95 paperback.

Stir on lead danger letter

Labour MPs this week demanded to know why a letter from the



# The TES Interview



Do you feel that the education service should be safeguarded from cuts? The Government has made its priorities very plain. Four great areas are being protected: they are pensions, defence, national health service and police. These four great areas are protected, there's no secret about it - we shout it from the rooftops. And secondly there is no precise link between spending and quality in education within limits.

And thirdly the school population, not yet the higher education population, is rapidly falling so that in terms of expenditure per head there may well be savings made without damaging expenditure in real terms per head.

To take up that point about there not being a correlation between quality and expenditure, why then are you not going to publish the HMI report on the effect of the cuts that are made? You told the House of Commons that you weren't going to publish it.

I did reserve my decision until I thought about it, but I have decided now to publish it.

Have you seen the report? I haven't seen it. I haven't discussed it. I haven't been told a word about it. I haven't asked.

Why did you change your mind about it?

I adopted at first an untenable position. I simply made a wrong first reaction to a question that was put to me.

What has surprised some people about the cuts in higher education is the lack of logic within these cuts. For example, the redundancy pay means that immediate savings will be very few, the cut in student numbers means there is unemployment benefit to be paid out. Do you feel it hasn't been handled properly?

I don't have a romantic vision and I don't have a picture of a golden age. I recognize all the difficulties.

No, certainly not. We have so constructed our framework that there are practically no immediate savings - that simply means you have to embark on savings over a time before we get the benefits we seek for interest rates, inflation levels and tax levels. And I reject the simplistic correlation between numbers that don't get into university next year and unemployment.

What were the parts of your educational philosophy when you came to the DES that you wanted to put over? I'm a bit shy because they sound so ambitious. I've always wanted to come here (the DES). I have pursued educational interest in terms of reading, visiting, listening and discussing for many years, and I have long been fascinated and perturbed by the endless increasing expenditure and the apparent endless failure to achieve all our hopes, or anything like all our hopes.

I've long been well aware of very large numbers of devoted, teachers, dedicated teachers - after all I was at the Department of Health and Social Security, and you can't possibly be there more than a week without becoming aware of the problems the teachers face in many places and circumstances, so I don't have a picture of a golden age. I'm not saying we must get back to what it was like 15 years ago - it's never been compulsory, co-ordinated, conspired education in this country for 110 years.

What would you say to the argument that we haven't had, comparative education very long and this might go some way to ending the worries you've been expressing? You're teasing.

No. You expect me to regard one particular system as a panacea? I'm totally unconvinced. That an imposed system of organization is a panacea, totally unconvinced. The evidence also is in the other direction. We've destroyed more than 100,000 jobs. But I repeat, I don't have a picture of a golden age.

## Choice the key in a timetable for change

recognize all the difficulties. When you came to education what did you have in your mind to achieve? What did you want to do to start setting things on a different course?

I am well aware of the scale of what needs improving, but I'm even more aware of the very limited part a minister or a succession of ministers can play. I think my predecessor put in place an important stage of one key area - namely some increase of the effectiveness of the teachers and the motivation of the children, and these are exceptionally difficult for governments to affect.

Would you like to see central government having more influence on the educational system? Oh we have influence now. Nobody quarrels with the legitimate role of the Government in having an influence. How much influence depends on the good sense of what one finds to say. But I regret that education is nationalized because I think that nationalization is rarely beneficial - not because the people in the nationalized activity are any different from the people not in the nationalized activity, but because we've gone down a road which separates choice, decision-making, assessment, and payment from consumption. I don't think we should leap from where we are to some totally different system that's not thinkable, but I would like to go towards more choice because that's one of the surest methods we have of increasing consumer satisfaction.

Could you give an example of more choice? Well, Mark Carlisle and Janet Young in their Education Act of 1980, increased parental choice. I would like to see us go further than that. You know that in intellectual

## David Lister meets the Education Secretary Sir Keith Joseph

ly interested in a voucher scheme because I would like ideally to give every person, every parent in the country the same freedom of choice as a relatively wealthy parent. Whether it would be protected or not... I know the time scale would be very slow. There's nothing immediate round the corner there except perhaps an experiment. It doesn't mean that every parent will take advantage of the choice.

Some people who are very prosperous make a hash of their health because they misuse the prosperity. Some parents won't take advantage of choice if it's offered them on a plate. But that's life. Some parents live in the wrong place and the choice is not meaningful. But that's precisely why it was so wicked to reduce the choice of the grammar school, the direct grant school. We all make mistakes, but that was wicked until we had some thing provable to put in its place. The poignant thing is that the people who did the destruction used the ladder to climb up themselves. You said it was unthinkable to have an immediate change in the system under which education is run, but the SERO president called for a new system of managing education. Could you see yourself overseeing a new structure as you did at Health?

What I did in health was over-enthusiastic, over-rigid - I certainly don't see that as happening to education. Besides it's a very different world. I want to make better use of what we've got by increasing choice. I'm particularly perturbed by a number of things, by the detail... I'm perturbed by things which I do not control.

One can be perturbed without having a false picture of what one can do. But inasmuch as I have influence or any locus of decision I'm very perturbed about the effectiveness of the education of those who take examinations, and I'm even more perturbed about the effectiveness of the so-called education for those who aspire least to take examinations - that is the 40 per cent who in general are not served either by O level or CSE. I realize that something like 85 per cent take one CSE, but broadly there's 40 per cent whose talents are not particularly academic.

I'm amazed that with all the departments of education, colleges of education, societies about education, all the journalists of education and all the journals of education, it's a relatively new emphasis that I find that I'm giving. That particular 40 per cent whose bent is least academic have had and are having and appear likely to have a thoroughly rotten deal. This is treated as an economic issue. But it's a human issue. These people are conscripted to go to school. Now this is where the devotion of teachers is. I'm sure, very high.

What would you like to see done? First to recognize that this is a very serious issue in its own right - an issue that deserves enormously more attention than it's had. It's not been on the agenda as far as I can see, and I'm amazed there's the Schools

Council... no doubt if I asked them to point to some piece of research and that's one of the things I'd add to the list of well-meaning... What's done? There are things to be done which are analytic, conceptual, pragmatic - lots of things to do.

We know from Rutter the evidence that good headteachers make. We have to make use of that. We have to learn from that information. Perhaps other people can do it better - perhaps we can learn from them. We have to look at curriculum. When I say we in those concerned have to look at curriculum. And we have above to recognize the relative effectiveness and try to monitor our performance.

Do we also have to end O levels? Why should ending O levels help 40 per cent who in general take more than one CSE, let alone O level? As I understand it, if you call a common exam would it serve 60 per cent of the population, not 100 per cent, if talking about the 40 per cent are not in the 60 per cent.

It's significant to identify 40 per cent even if you don't have an immediate answer. I don't have an immediate answer. I have a useful immediate preliminary of that can be taken, and then to emerge in the next few months. One of the biggest issues for authorities at the moment is to reorganize.

Do you mean the issue of the rolls? The issue of falling rolls, forcing the hand of local authorities to produce alternative options there weren't falling rolls only, authorities who had a great deal to change would be making 12 proposals.

Are you in principle opposed to every college and the end of the form?

The emphasis in what we're changing is to be on the advantage. It's my job also to be conscious of the disadvantage change. Does it upset you to think of the sixth form? It's ended, hasn't it - the sixth form? It's open access. No longer the place where the best skills are most tested. For better or worse its become broader than I think you're talking about something that goes across our curriculum - that in society we tend to look at examinations as the only criterion of education performance.

I passionately believe in examinations, but I don't think they're only criterion - that's why I'm perturbed about the 40 per cent whose examinations are not a part.

The teacher isn't just there to transmit knowledge... but to illuminate and keep illuminated interest

Can a school without a sixth form be a school of proven worth? Yes, of its type. But we need other type as well. We need to get out the training, the development, the self-discipline, that there is training, development, discipline, whether there are or not. But we can't do without a framework that examines preparation for some school, for a question of incompetence. How do you define an incompetent teacher? I haven't used the word incompetent. Ineffective speaks for itself, someone who either does not know or does not mean - I hesitate to use that word. The teacher is just there to transmit knowledge. The teacher is there to illuminate and keep illuminated interest, and having done that to work with the children in transmission of knowledge, values. Any teacher who has this skill or hasn't kept this skill that person has the wrong career

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Les Menuires	4,250 7,810	Italy	
La Crolle	6,638 7,282	Campiglio	3,670 7,060
Borovetz		Artvin	4,240 6,830
Lesja	4,600 7,100	Colle di Tenda	4,840 7,130
Champonell	4,450 7,970	Sapinovo	4,300 6,130
Morbia	4,450 7,970	Val Senales-Groden	6,540 10,700
Champagny	4,450 7,970	Val Senales-Morana	6,540 10,700
Acqui	4,200 7,218	Ischgl	6,638 8,128
Super-Nendaz	5,300 8,178	Madrisa/Motta	5,628 8,938
Ornavasso	4,450 8,150	Isola	4,130 6,830
Sas-Croux	4,100 8,760	Santa Caterina	5,628 8,128
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# Dressing down the uniform issue

A recent decision by Humberside education committee that pupils cannot be sent home for not wearing the correct uniform has caused a wave of protest from local heads.

## Who should determine what pupils wear? Sandra Hempel looks at costs and controls behind the school blazer

Humberside is not, however, the first authority to involve itself in an area which heads have always regarded as their domain.

The uniform issue, like corporal punishment, arouses strong feelings on both sides.

The heads and governors traditionally control whether there is a school uniform, what its design will be and how strictly it will be imposed.

The Children's Legal Centre has represented parents and pupils in such disputes and says that a school's right to refuse to educate a child who is wearing clothes that are "suitable" though not part of the uniform has never been challenged fully through the courts.

The situation varies greatly from school to school. In 1977 a Price Commission study found that in England and Wales all grammar schools, 92 per cent of comprehensive schools and 80 per cent of the remaining secondary schools had school uniforms.

The traditional image of the school uniform complete with blazer and unfettering hat, made only by one specified manufacturer and usually only available at the most expensive outfitter in town is, however, breaking down. Now only a colour scheme and general style of dress is laid down so that parents can buy items at low cost at local chain stores.

Schools are free to have a uniform and parents are free to buy it. The authorities which have relaxed the rules stress that heads can still ban unsuitable clothes. It might be thought, for example, that blonde

British Home Stores Blazer	£14.99	Marks and Spencer Blazer	£13.99 or £15.99
Trousers	£4.99-£7.50 depending on material	Trousers (9 years to 11 - 11 to 13)	£5.50 or £7.50 depending on material
Duffel coat	£14.99	Duffel coat	£21
V-neck pullover	£4.50	Trench coat	£21
Shirt	£2.99	Pullover	£4.99 or £5.99
Football shirt	£2.99	Shirt	£4.50
Football shorts	£1.49	Shoes	£7.50
Aerex shirt	£2.99	Aerex shirt	£4.99
Crew neck T-shirt	£1.25	Track suit	£8.99 or £9.99
Training shoes	£4.99-£7.99	Training shoes	£6.50 or £6.99

Blazer	£15.40
Trousers	£6.50
Pullover	£4.60
Scarf	£2
Tie	£1.65
Blazer badge (compulsory)	£2
Piimolls	£2.20
Shorts (one white and one black pair - compulsory)	£1.60
PE vest	£2.20
Rugby jersey	£6
Rugby socks	£1.10
Rugby boots	£6.50

Blazer	£26
Trousers	£8.50
Raincoat	£22.50 (can be substituted by anorak £18)
Sweater	£5.95
Shirt	£4.25
Scarf	£2.50
Tie	£1
Rugby shirt	£5.80 or £7
Rugby shorts	£7.20
Rugby socks	£1.50
PE vest	£2
PE shorts	£2.55
Cricket sweater	£9.25
Cricket trousers	£7.95

hair with a pink streak, hobnail boots and battledress was not appropriate," said the Sheffield spokesman.

Mr Tom Ellis, head of Riddings secondary school in Scunthorpe, Humberside, wonders how "suitable" is defined. "Some of the older girls favour the most bizarre fashions while I am rather conservative in my dress. Who decides what is suitable? The Riddings uniform consists of main items in navy that can be bought fairly cheaply from chain stores," Mr Ellis says.

The whole argument has been thrown into sharper focus, however, by the economic crisis. Fewer parents can afford expensive school uniforms while local authorities, desperate to cut spending, are stopping

clothing grants. Two years ago the National Consumer Council found that the cost of a winter uniform for a 13-year-old could vary between £33 and £176.

The NCC also found that a compulsory uniform sports jacket required by a Kent grammar school cost £25.95 while a standard black blazer from a neighbouring secondary school cost £15.35.

In 1978 the ILBA reported that 43 of its schools had a uniform costing under £20 while 79 schools cost between £20-£30, 36 between £30-£40, 20 between £40-£50 and 12 over £50.

The National Consumer Protection Council has campaigned for years against strict uniforms. "There are still some schools where you cannot buy a separate cloth blazer badge and sew it on to a standard blazer," said Mrs Regina Dollar of NCCP. "Parents have to buy one very expensive blazer with the badge embroidered onto it. We think that all badges should be available separately."

The NCPC also wants local councils to be set up consisting of heads and representatives of teachers, parents and pupils to agree a form of school dress that is cheap, practical and easy to wear.

One of the main arguments in favour of school uniform is that it is a leveller between children from different economic and social groups. Those who oppose it say it is now having the opposite effect.

"It places an intolerable strain on poor families when they are coming under increasing pressure all round," said Mr Ken Cooke, Yorkshire regional officer of the Child Poverty Action Group. "In some cases heads think there are no problems because all the children turn up correctly clothed but some are doing so at the expense of big sacrifices by the rest of the family."

Mr Cooke believes that as families become even less able to afford school uniform so the pressure will grow on heads to relax the rules.

Local authorities have a right, though no obligation, to make a grant towards school clothing. The Inner London Education Authority, which is one of the more generous, pays in the form of vouchers every two years from the age of 5 to 15.

The present grants are £21 for five, seven- and nine-year-olds, £55 for 11- and 13-year-olds and £42 for 15-year-olds. A family with one child on a net weekly income of £57.15 or less gets a grant, a family with three children on £80 gets a grant for two children and a family with four children on £90.55 gets three grants.

Humberside recently discovered that hardly anyone was eligible for its grant, currently £28, and has raised the minimum earnings to bring more families into scope.

There are also plans to insist that no uniform should cost more than the grant. "We found parents were making choices about schools according to the cost of the uniform rather than for educational reasons," Mr Maxwell Bird, education committee chairman, said.

The Leicestershire grant was phased out in 1979 as part of the economy measures. Several hundred families had been receiving it but their needs are now being met by the Department of Health and Social Security and the voluntary agencies, according to the deputy director of education, Mr John Turnbull.

"We did some research but could not find that stopping the grant had any measurable effect."

The Child Poverty Action Group claims, however, that grant cuts come just as the DHSS has been tightening up its rules about clothing grants. These are available only to those on supplementary benefit and for very specific purposes. The reasons most likely to apply to children, such as normal wear and tear or outgrowing are ruled out as are single payments for education or training needs, for school uniform, sports clothes or sports equipment.

# Community use of premises

Nearly all state schools in the country are used either regularly or occasionally outside the school, according to a report by the Department of Education and Science.

The report, based on a survey tried out at 10 per cent of primary schools and 25 per cent of secondary schools during 1978-79, shows that 93 per cent of the primary schools and virtually 100 per cent of the secondary schools in the survey had some shared or extended use during the year.

Only 7 per cent of primary schools and under 15 per cent of secondaries had never been used outside the formal school hours. Most schools were used regularly in the evenings and weekends during the year. Only 7 per cent of primary schools and under 15 per cent of secondaries had never been used outside the formal school hours.

Larger schools and those with regular use, and more schools used regularly by members of the public after the formal school hours by pupils and staff.

Five groups of users were identified: teachers and pupils (exclusive); adult and further education; youth service; organized groups, societies; and single lettings.

Breaking the uses down by local facilities, the study shows that proportions of regular use are recorded for facilities, specifically provided for sports, such as indoor sports spaces and playing fields which could be used for sports as falls and playgrounds.

Department of Education and Science Statistical Bulletin, shared and extended use of schools 1978-79.

Boysen's test for schools. Dr Rhodes Boyson, junior education minister, has three instant questions when visiting schools to decide whether they are good or bad.

# Money is a rare motive for promotion, study shows

## A say in policy satisfies staff

by Richard Garner

Classroom teachers who have a say in the way their schools are run have less desire for promotion than colleagues elsewhere, according to the preliminary findings of a research project into teacher job satisfaction and motivation.

The research was carried out by Ms Patricia Sikes, a postgraduate student at the University of Leeds, and investigates teachers' expectations of their career.

It also focuses on their adaptability and motivation in mid-career to the problems of a contracting secondary school system.

During her research Ms Sikes sent questionnaires to 31 secondary schools in different parts of the country and one teachers' centre. More than 1,000 were completed and 105 teachers agreed to take part in in-depth interviews.

According to her findings, 42 per cent of the teachers interviewed said they had no specific career aims in mind when they started in the profession while 42 per cent wanted to become heads of department.

The research also revealed that teachers are more likely to cite greater responsibility and control and the opportunity to implement their own

ideas as the major reasons for wanting promotion. Financial motives were rarely mentioned.

She believes this finding may show why - in schools where teachers felt they could play a real part in policy making and decisions - promotion was not so highly rated as an important factor in future job satisfaction as it was in schools with a more rigid, traditional management structure.

As one teacher put it: "If one's school is flexible in job definition and engenders a high sense of involvement, then promotion becomes less important as a stimulus."

Another typical comment was: "Teacher involvement in the decision making process is important. Harmony among staff is vital, especially as stress on the profession increases and all teachers become more accountable to many outside agencies."

The survey also showed that, overall, teacher morale is low. While there appeared to be various reasons for this, including poor promotion prospects, a significant number of teachers felt that their efforts and achievements were not recognized or appreciated by their colleagues, senior staff, pupils, parents, local

education authorities, the government or by society in general.

In the words of one 29-year-old male two English teacher: "There's no prestige involved whatsoever. I mean everybody's against you, the pressure's coming from all directions. There's no acknowledgement of the job that you do, in any kind of sense." Many added: "Why bother in these circumstances?"

Other findings include the fact that involvement in extra-curricular activities can often be a conscious attempt by teachers to provide some challenge and stimulation at a time when it is difficult to achieve promotion.

Said one teacher: "To stop yourself going out of your mind, you find other reasons for staying in the job. In a way, you might say that's what I've done with extra-curricular things. One gets more satisfaction out of that, rather than being a head of department or head of year. So you've got to look for other reasons for being in there."

The survey also showed that increased competition for promotion may inhibit curriculum development and experiments with teaching methods and styles as teachers play safe.

There are at present 32 urban studies centres in Britain with another 11 centred.

Urban Studies in the 80's - third report of the Council for Urban Studies Centres available from the Town and Country Planning Association, Education Unit, 17 Carlton House Terrace, London SW1Y 5AS, £1.50.

# Sir Keith comes under 'bias' attack

Head teachers have accused Sir Keith Joseph, Education Secretary, of failing to act impartially over the reorganization of secondary schools.

Mr David Hart, National Association of Head Teachers general secretary, said that - by law - he was supposed to act impartially but added: "He is now proposing new ground rules which means that his personal views about the way schools should be organized would take preference over plans best suited to individual local circumstances."

The 21,500-strong association is particularly incensed over Sir Keith's decision not to approve changes to schools which have already "proved their worth" in his opinion by the quality of their sixth-form education.

Mr Hart said it was not known what was meant by "proven worth", adding: "We think it will mean whatever he chooses it to mean."

"But that is not the way in which a Secretary of State should proceed on a matter which has far-reaching consequences for thousands of young people and their teachers. It is not there in hand down a verdict based on what amounts to a secret formula."

NAHT also believes Sir Keith is giving undue weight to parents' wishes - as in the case of the Manchester secondary school reorganization scheme where parents at three city schools were able to scupper a



Mr Hart: new rules

city-wide reorganization scheme through their objections.

"Of course, we fully recognize that parents' views must be listened to - good parents are the allies of good schools," Mr Hart said. "But, in seeking to reach a genuinely impartial decision, Sir Keith must recognize that the best form and pattern of secondary education for an area may not fit in with the preferences of all parents."

# Sixth-formers at model UN

Eleven sixth-formers from a Croydon independent school became the first delegates from an English school to join the Model United Nations held for the fourteenth year in The Hague, Holland, last week.

So enthusiastic were the students about the five-day event which is based on the agenda of the real UN in New York, that their school, The Royal Russell, intends to organize its own Model UN in October.

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# School to work

## Chairman on horns of training dilemma

Edited by Mark Jackson

A crucial test is being prepared for Mr David Young, the right-wing businessman who takes over as chairman of the Manpower Services Commission in April. He will have to decide whether to pick the controversial youth training plans of the Employment Secretary who appointed him, or an alternative which a commission task group is formulating.

The group, representing employers, unions, the education service, and the voluntary agencies, is expected to produce a scheme offering vocational preparation to all leavers and not just the young unemployed. It is also likely to recommend a higher allowance than Mr Tebbit is proposing, and to condemn the Government's plan to refuse supplementary benefit to youngsters who decline to enter the scheme.

Because the group represents the consensus of interests on which the commission has operated since its inception eight years ago, its report should provide an immediate test of whether Mr Young and his political masters are prepared to work with the present power balance or are determined to oust it.

The task group, which held its first meeting last week, now intends to get its report completed before the present chairman, Sir Richard O'Brien leaves, in order to avoid any danger of its being shelved before it can be presented formally to the commissioners. Sir Richard, an outspoken critic of Mr Tebbit's scheme, set up the task group, which is headed by the commission's director, Mr Geoffrey Holland.

The report is unlikely to go to the commissioners before Sir Richard leaves, but will probably be ready for their meeting in the last week of April, the first over which Mr Young will preside.

Both the manner of Mr Young's appointment and the abrupt dismissal of his predecessor have created an unpromising introduction for the

new chairman. Mr Young, a former property dealer, has recently been a director of the Sir Keith Joseph-backed Centre for Policy Studies, an institution which produces right-wing social policies which are anathema to the union side of the commission.

His only visible connexion with manpower or training matters has been as a political adviser to Sir Keith Joseph at the DES, and before that, at Industry; and as president of the British wing of ORT, the Organization for Rehabilitation through Training, if that can be considered relevant. ORT is an association originally set up by prosperous West European Jews in the last century to try to help stem emigration from Russia by poor Jews by teaching them a trade which would enable them to support themselves in their native land.

The British wing is entirely a fundraising group for the international body, whose work is now mainly for

third world governments. In France, the only West European country where it still has a training programme, it runs vocational secondary schools (for both Jewish and other immigrants) of a kind no longer favoured in Britain.

Unlike Sir Richard or the MSC's first chairman, Sir Denis Barnes, appointed only after careful discussion with both sides of the industry, Mr Young has sprung on the commissioners, who were told only the day before the change was announced.

Sir Richard, who had hoped that his appointment would be renewed for at least a year, has known since late last month that the Government was determined to get rid of him, but the information was shared by fewer than a half dozen of his top officials.

Criticisms in the MSC's corporate plan of Mr Tebbit's announced proposals for youth training, which the Minister claims are a historical step, cannot have endeared Sir Richard to the Government, who will have found the plan's forecasts of worsening long-term unemployment at least as unpalatable.

In fact, Sir Richard had made it plain to Mr Tebbit much earlier that the only way to silence him was to get rid of him altogether. When the newly-appointed Employment Secretary appeared in public for the first time at a BACIE conference in October, he heard Sir Richard warn that the free market could not be relied on to produce the trained people the nation needed, and insist that Government intervention was vital.

It was not what a Minister planning to produce a White Paper saying exactly the opposite wanted to hear from a Government servant.

Such boat-rocking might be thought a small price for keeping in being an agency which has managed to drag an often reluctant TUC and/or CBI along behind controversial Government policies. Sir Richard



Sir Richard O'Brien: dismissed

had kept the TUC supporting the Youth Opportunities Programme despite widespread union criticisms of its abuse by employers, and a near revolt at last year's TUC conference; and persuaded the TUC members of the commission to commit themselves to the New Training Initiative objectives of modernizing training despite their anger at the Government's abolition of most of the training boards.

A very senior official of the commission's training services division said this week: "He has always managed, even when it looked impossible, to get the unions back on to the high road; and it is difficult to see how anybody else is going to do it."

It may not be that difficult, in fact. Sir Richard has been able to get the TUC officials to tolerate the almost-unacceptable not just because they trusted in his honesty of purpose and his own commitment to social progress; but because they really wanted every time, to be persuaded.



Mr David Young: new chairman

# Riots were heard on grapevine

The "youth grapevine" in the room was more instrumental in the year than television reports according to new research to be published shortly.

Suggestions of a direct link between television coverage of last summer's riots and "copycat" violence by young people are dismissed by the British Film Institute researchers. But this is no excuse for broadcasters to push away the question of how fairly the riots were covered by television news.

Mr Richard Patterson, BFI television Projects Officer, speaking at a weekend conference in Manchester, "The conference, 'Reading the Riot Act', was organized by the Chester Film and Video Workers because of deep concern at the media representation of urban violence.

A telegram from Mary Whitehouse to the BBC and IBA last year was later taken up by Lord Sainsbury who reported that the broadcasters media bear a responsibility for the "imitative element" in the urban disorders. In the meantime the BFI commissioned researcher Howard Tammer to interview journalists, police and young people involved. Shortly to be published, his report concludes that the "youth grapevine" in the classroom and streets was a more potent medium of communication during the riots in the 16-19-year-olds section than television.

While television coverage of the Brixton riots in April was exceptional in the attention police, police and youth frustration, reporting of later violence in 21 areas was considered to lack all perspective towards balance.

Ms Linda Lloyd of the Liverpool Defence Committee complained of one-sided television news reports portraying her and colleagues as "young black hoodlums" without mention of their successful negotiations with the police to cool the situation.

An analysis of BBC and ITV coverage replayed at the conference revealed overwhelming coverage of the explanations of politicians, police and shopkeepers. ITV's News at Ten of July 6 devoted less than a minute to an interview with three young Liverpool blacks in a 31-minute special bulletin on the Toxteth riots.

The Moss Side Defence Committee was concerned that television loses interest after the initial days, another issue which Lord Sainsbury referred to the broadcasting organizations for consideration. Mr John, a Moss Side education officer and defence committee organizer, felt that adequate attention to the widespread allegations of police harassment of young people was vital to the courts dealing in the years formed and impartial way with the charges brought before them. Following the problem of inner city communities, and young blacks in particular, getting their voice heard in mainstream television raised expectations that Channel Four will rebalance the balance when it starts next year. But Mr John expressed his fear that independent television producers would just use contentions for material and go.

# NALGO steps up cuts campaign

A campaign against cuts in colleges is being stepped up by the National and Local Government Officers' Association whose members consist of non-teaching staff.

NALGO is sending out 20,000 leaflets and 1,000 posters to its branches in polytechnics and colleges with the slogan "What future for higher education?" The union claims the colleges are being systematically destroyed by spending cuts. Its members are urged to refuse to cooperate with implementation of the cuts and to resist further reductions in spending.

# Racism and politics raised in Litherland dispute Dismissed teacher accuses employers of bias

by Richard Garner

The decision to dismiss a Merseyside comprehensive school teacher from his job showed bias and was a breach of natural justice, it was alleged in the High Court this week.

Mr Alan Corkish, aged 37, an assistant English teacher at Litherland High School, and the teacher who leaked details of his school's corporal punishment record to STOPP, the anti-canning pressure group, was first suspended without pay and then dismissed from his job last summer.

Mr David Harris, QC, representing Mr Corkish, told the High Court that one governor at a meeting which recommended his dismissal threw a letter of protest from Mr Corkish on to the floor without reading it.

He added that Mr Corkish and his representative had been given no chance to counter allegations by parents and pupils that he had brought his own political opinions to bear on pupils because they had not been called to give evidence to the meeting.

Mr Harris added that - if the court ruled that the recommendation to dismiss Mr Corkish was contrary to natural justice - it followed that Seton's education sub-committee meeting which agreed the recommendation had also breached natural justice.

However, he said there was evidence of "bias or potential bias" in the education sub-committee in that, again, witnesses were not called for the prosecution and that Mrs E. M. Monk, the councillor who chaired the meeting, had also played a part in a previous decision to suspend Mr Corkish without pay. "In that she had participated in the decision, it made it likely or gave rise to a risk

that there was likelihood of bias on her part", he continued.

Mr Harris said that his client had been a bricklayer for 13 years and that - in his late teens and early twenties - had been in trouble with the police on a few occasions". He had half a dozen convictions, mainly for offences of violence, but the last of these had been in 1966.

Afterwards, he had taken A levels at a college of technology and then gone on to a degree course at Liverpool University followed by a teacher training course. He had started employment with Seton at Litherland High School in September, 1978, and had signed a statement saying that he had been a bricklayer for 13 years; he agreed that he had omitted to mention that he had been in custody for a period of four weeks during that thirteen years.

"In the course of his employment, he became very concerned at the common use of corporal punishment at the school," Mr Harris said. "His concern seems to be justified because - in the affidavit of the Chief Education Officer, Mr Keith Robinson, it is recognized that the situation in the school in relation to the use of corporal punishment was at that time unsatisfactory."

After leaking the fact there had been 1,800 slippings over 15 months to STOPP, Mr Corkish was given a final written warning by governors at the school.

As a result of the publicity, relationships at the school came under strain and two teachers in particular were "hostile" to him, and laid further complaints against him which resulted in the governors' meeting that recommended his dismissal.

At that meeting, he was charged

with unprofessional conduct in that he was alleged to have told pupils of comments made by another teacher at a staff meeting, issuing threats to deter that teacher from bringing a complaint against him and threats against another colleague in a bid to discourage him from appearing as a witness against him, leaking details of racist activity at the school to the Merseyside Anti-Racist Alliance and the Community Relations Council, allowing his political opinions to become known to pupils, and failing to disclose his previous court convictions.

Mr Harris said his client had not been given sufficient chance to deny the allegations and cross-examine witnesses. In the case of the allegation that he had leaked details of anti-racist activities, he had merely telephoned the two groups to ask what should be done about racist slogans being daubed on the school walls. They had confirmed they had received details of the activities from elsewhere.

Mr David Penry-Davey, QC representing Seton, said it was his contention that whether a witness was or was not called was "very much a matter for the committee. We're not dealing with a court of law and there may be compelling reasons for not requiring oral evidence to be heard", he added.

The judgment will be given next Friday.

**Travel Extra**  
In Travel Extra (783 January 29) "Getting a Lift" page 42, the address of Club 18-30 should have read: 3, Soho Street, London W1V 5FA. Tel: 734 8277.

# Catholics voice protests over proposal to train with Protestants

by Bert Lodge

About 300,000 Northern Ireland Roman Catholics have signed a petition against proposals to train Protestant and Roman Catholic teachers in the province on the same site.

The plan, put forward by a higher education review group chaired by Sir Henry Chilver, vice-chairman of Cranfield Institute of Technology, would amalgamate the existing Roman Catholic colleges of St Joseph's and St Mary's and plant them on the site of the predominantly Protestant college of Stranmillis. Together with the education department - from Queens' University, the complex would be known as the Belfast Centre for Education.

Such radical reform is necessary, says the group's interim report, because the annual student intake in Northern Ireland has dropped by half to just over 600 in the past five years. Existing teacher training capacity is now about twice what is required.

Another proposal would limit the Catholic proportion of student intake to 25 per cent. The petition demands this be increased to 40 per cent.

When the proposals were published at the end of last year, the Bishop of Down and Connor, the Most Rev William J. Philbin, accused the Government of acting like an East European dictatorship. In a letter to *The Times* last month Father Patrick Walsh, chairman of the council of priests for Down and Connor, maintained the 25 per cent limit meant that half the teachers needed in the province's Catholic schools would be denied Catholic teacher training.

This compares unfavourably with the rest of the United Kingdom, he said, where in England six autonomous Catholic colleges each on their own site take in their "historic share" of the annual intake based on the proportion of teachers needed by Catholic schools. Two other Catholic colleges are in federations at Liverpool and Roehampton, but even there they have each retained their own site.

Re-organization in Scotland has left a Catholic college, St Andrew's, split between Edinburgh and Glasgow, where practically all Catholic teachers will be trained.

The Catholic hierarchy fears that mixing student teachers on the same site, despite assurances in the report that "the distinctive ethos of each of the colleges of education would be retained," is the first step towards the ultimate goal of desegregated schooling many people are convinced must happen before the Northern Ireland problem can be solved.

At present almost all the 600 Catholic schools in the province are maintained, leaving the Church to find only 15 per cent of the cost of capital expenditure.

A spokesman for the Northern Ireland Education Office pointed out this week that the proposal was to amalgamate St Joseph's and St Mary's, not to close them. He said the demand that 40 per cent of student teacher intake be Catholic was unrealistic. "It has never been as high as that. The highest it ever got to was about 30 per cent during the boom years of the 60s."

He pointed out that by no means all Catholic teachers came from Catholic training colleges. "Those from the polytechnic and the two universities have come from institutions where all students mix freely."

The final report of the review group is expected next month.

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# Benefit squeeze threatens jobless in part-time study

A harsh new ruling by the Department of Health and Social Security on the payment of supplementary benefit will push thousands of unemployed young people off part-time education courses. It will also jeopardize the development of such courses, angry educationists predicted this week.

The Trades Union Congress and local authorities have written to Sir Keith Joseph, the Education Secretary, protesting against the move. However the DES was not consulted by the DHSS and is understood to be extremely angry about the decision to clamp down on benefit payments to part-time students.

The DHSS will shortly instruct its staff to count in lunch hours and how many hours each week a young person is studying.

For the past 10 years, unemployed teenagers have been able to attend college for up to 21 hours a week without losing their supplementary benefit, provided they remain free to take up job offers. This autumn the scheme was extended to include part-time study in schools. (Courses can include life skills or study for GCE O and A level, BEC, TEC, or City and Guilds qualifications.)

As a result, many authorities diverted extra staff and resources into developing education programmes for the young unemployed.

No national figure is yet available for the number of young people taking 21-hour courses, but it is known to be growing. The Manpower Services Commission, estimated that at the end of last year 3,000 to 3,500 young people who left school last

year were on part-time further education courses in schools and colleges.

A spokesman for the DHSS said this week that the circular was to be issued in response to requests from regional officers for guidelines. Supplementary benefit was not intended to finance training. It would be unacceptable if full-time A level students receiving equally seriously for A level basis, received benefit.

A draft circular now before social security staff says, "private study is considered to be essential in the case of those people genuinely seeking qualifications and in a vast majority of cases will have the effect of excluding them from benefit."

But a confidential report from Mr John Partington, North Tyneside's director of education, presented to the authority's education committee this week, points out that while such a ruling might eliminate some unwanted claimants, it will also damage courses so carefully constructed to comply with the commonsense understanding of a 21-hour course.

Mr Brian Flood, chairman of North Tyneside's education committee, said that three schools in the authority had developed special 21-hour courses, and the other 12 had planned to do so. "We have more seriously high unemployment here. These kids, some of them, desperately need the money. If it stops they are bound to come off the schemes and sit around at home watching television," North Tyneside and Sheffield education committees this week voted to take up the matter at national level.

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## For Lee and Alan, getting it right is their PET subject



Lee sits in front of a screen, rather like a television set. He knocks his head against a leather pad attached to his chair. On the screen a green asterisk moves along a line of letters and settles on the 'O'. In a flash, after another knock on the pad by Lee, the letter reappears next to the letter 'H' at the bottom of the screen.

We breathe a sigh of relief - he is on the right track for spelling "house". A bit of stage fright seemed to be preventing him from getting it right the first time.

Lee Heywood is 10 and severely handicapped with cerebral palsy. He cannot walk or talk nor move his limbs very much. He can just about control movements with his head, and his eyesight and hearing are all right.

He is a pupil at the Lancasterian school for the physically handicapped in Didsbury, Manchester. The Commodore PET computer (the brand that Manchester has chosen) has been helping him to read and write for the past 18 months; it also helps him to talk to his parents and teachers - so far, in a limited way, but he is making great progress. It even allows him to play games with his classmates and keeps him amused during the school holidays.

Alan Carter is 14, he has cerebral palsy too but he can walk; however his eyesight is poor and he cannot



write by hand. He uses another Commodore PET computer to write in big letters on the screen which, when he gets it right, are printed out.

Alan used a typewriter before the advent of the computer, but he could not see the small letters very well and became frustrated at having to retype wrongly-spelled words. With the computer he can type letters on the screen which he can see easily and he can erase the mistakes by pressing a key. He then has the satisfaction, along with Lee, of seeing his work in his exercise book like the other children.

These are just two of the many children who are being helped by computers in Manchester's special schools.

Their use was pioneered by the Lancasterian school two years ago after a speech therapist, Kathy Newton, thought Lee might benefit from them. Some BE students from the City of Manchester College of Higher Education wrote a program for him to find out if he could control a micro-computer. It was obvious that he could as he was soon firing rockets and crashing cars on the screen.

Then Roger Bates, a woodwork teacher at the school and computer fanatic, got together with Stuart Rees, head of maths at the college and some programmers from a large company to work out more programs and test them on Lee. The college allowed one of its Commodore PETs out for half a day a week to the school. With the help of the Christopher Nolan appeal made by *The Sunday Times*, Lee now has his own PET which he takes home in the holidays and the school has raised funds for another.

During this period Manchester education authority appointed coordinator of computer services Paul Murphy, who is based at the Teachers' Centre.

Paul Murphy is keen to ensure computer projects in all types of schools in the authority, but he wants to make sure they justify the cost.

"My appointment should be that equipment does not get left on the shelf in the resources room. I want to get developments going and staff trained to use the computer."

At present 16 teachers at the eight-week in-service course at the CMCHE on the use of computers and computers. A working party of special school teachers has also been set up to investigate ways of using computers with handicapped children, including designing "interfacing". This means switches.

Lee's leather pad is an excellent example of an "interface". At first Roger Bates tried a foot control switch, but Lee had difficulty in using it as the effort made his leg into muscular spasms.

But all was well after the physiotherapist suggested trying to use his head movements instead. With a little ingenuity, said Roger Bates, even the most severely handicapped children can work a switch of one kind.

At the moment, Mr Bates and his colleague Stuart Rees, are working hard to produce "bug-free" programs so that teachers can use them with confidence with their pupils.

He has even designed a program to fit round the keyboard of the computer in his school which simply tells the user which bit does what. The instruction manuals are dilapidated," he explained.

It is also important for the needs of the pupils that the computer programs are "user friendly". This means that if the pupils get the message wrong, the message on the screen encourages them to try again and gives a little smile. Some programs are designed to show a downward-pointing mouth indicates a dud response.

Lee's programs - 40 pages of words - include matching pictures, spelling words, filling in missing words, sentences - sorting objects, and answering questions. So the computer allows him to do the kind of classroom work that a normal handicapped pupil takes in his school. The work of the Lancasterian school is likely to be given more impetus by the Council for Educational Technology which has recently set up one of four special education micro-electronics resource centres in the country in Manchester, based at the CMCHE.

Diane Spencer

## Former head loses three-year battle over claim she was forced to quit

by Richard Garner

A former Birmingham headmistress has lost a three-year battle to get an industrial tribunal to hear her claim that she was "forced to resign" from her job because of differences with the school managers.

Miss Moira Kearney, former head of St Mary and St John School, Erdington, a suburb of Birmingham, quit her post in November, 1978, and accepted early retirement over differences about the running of the school.

She applied to an industrial tribunal

for a hearing alleging constructive dismissal. She was told last April that there could be a hearing into the case.

Earlier she had written to Mr Mark Carlisle, the then Education Secretary, and had been told that the local education authority should have laid down management rules under which her grievance with the school - a Roman Catholic voluntary-aided school - could have been considered.

However, the school managers took the case to an appeal court

hearing in London and it was referred back to the industrial tribunal, which was urged to reconsider whether too much time had elapsed.

In a ruling last week, the industrial tribunal agreed that there had and then the case could not be heard.

Miss Kearney said that she had allowed the time to lapse because she had been trying to secure another job with Birmingham education authority. It was not until a few weeks before the original hearing that she had finally been ruled out.

## MPs receive union dossier on effect of spending cuts

A dossier claiming that cuts in spending have led to poorer teaching standards in Croydon schools has been sent to all the borough councillors and four MPs.

However, Mr Donald Naismith, the Director of Education, criticized the survey - one of two conducted by the National Union of Teachers into the state of the borough's schools.

He said: "We don't accept it as an accurate survey. The problem is not one of money, it is one of falling rolls - rapidly falling rolls - and a disproportionate amount of money going in maintaining empty school places."

The first dossier - on Croydon's secondary schools - claimed that they were already offering "a restricted diet" to their pupils with one second language and others having stopped teaching law, photography, Spanish or technology.

It added that class sizes had increased with pupils in the same room sometimes preparing for two different examinations or in groups of up

to thirty pupils. The survey concluded: "We are particularly alarmed at the reports of the increasing use of secondary school teachers to teach subjects they have often either not been trained to teach or have not taught for several years."

"The effect of the cuts have made themselves felt mainly in terms of large classes and less teachers support time, resulting in increasing pressure and heavier workloads, and inevitably, therefore, poorer teaching."

However, Mr Naismith said: "We have 4,000 empty primary school places and 3,500 empty secondary school places. The secondary school places will go up by 10,000 by 1990."

He said the local education authority had a reorganization scheme which would help resolve the problem. At present Croydon has 11-16 schools, 11-14 schools and 14-18 schools. Under the new scheme, seven secondary schools would go - removing the break at 14 and replacing it with five post-16 centres.

## Reprieve for Belfast schools

by Paul McGill

The Belfast Education and Library Board has dropped plans to close 12 controlled primary schools in the city after a campaign by parents, community groups teachers and local councillors.

Plans for a wide-ranging reorganization of the schools owned by the board were released in November following a 13-year period in which enrolment at controlled primary schools fell by 40 per cent to 14,505. The loss of another 1,000 or so pupils is expected by 1985. The board officers supported the plans for 12 closures and several other changes on the grounds that they would improve the education service in the city.

Local parents argued that as the city's maintained (Roman Catholic) schools were not being touched, Protestant schools should not be singled out. The education board was accused of closing Protestant schools to drive out Protestant families from Belfast and allowing Catholics to move in.

Mr Norman Hardyman, aged 52, is to be the new secretary of the University Grants Committee from March 15. He will succeed Mr Geoffrey Cockerill who retires in April. Mr Hardyman worked in the Universities Branch of the DES from 1968 to 1973 and was Under Secretary in charge of the Science Branch from 1975 to 1979.



Miss Hilary Came, aged 40, has been appointed head teacher of the Richard Cloudeley School in Finsbury, South Islington.

Mr Ced Bradshaw, aged 37, has been appointed head teacher of Grazebrook Junior School, Lordship Road, Hackney, London. He is at present head teacher of Sir Thomas Abney Junior School, Fairholt Road, Hackney.

Ms Catherine Lydford, former teacher with some 16 years varied teaching experience, has been appointed as the Conservation Trust's first education liaison officer.

Mr Brian William Derbyshire, aged 42, is the new principal of Haywards Heath Sixth Form College. At present he is headmaster of Peers Schools, Oxford. Mr Derbyshire starts his new job on April 19, and succeeds Mr E. C. Wynter, who is retiring.

Dr Michael Ilston, aged 53, deputy director of Hatfield Polytechnic, is to take over as director next May, succeeding Sir Norman Lindop.

Mr Frank Abel took up his appointment as head of King Egbert School, Sheffield on January 1. He was previously deputy head of Heath Park School, Wolverhampton.

Mr Ian Weir, aged 41, previously head of Christopher Wren School, has taken over this term as head of the new mixed county secondary school in Hammersmith, London, formed by the amalgamation of Christopher Wren (boys) and Hammersmith County (girls) schools.

Mr Graham Clarke, aged 48, has been appointed head teacher of the new Huteham Wood mixed secondary school, to be established in north Lewisham, London, in September by the amalgamation of Samuel Pepys boys' and Collingwood girls' schools. He has been head of Samuel Pepys School since January.

The new chairman of the British Association for Language Teaching is Mr David Nott, a lecturer in the School of Education at the University College of North Wales. He is the co-author of the widely used course *Activities, Frontiers and Success*. Mr S. H. Miller, BALT elected two classroom teachers as vice-chairmen: Mr Rod Hares, who is head of the Modern Languages faculty in a Nottinghamshire comprehensive school, and Mrs Jennie Spenkman, who is in charge of languages in a Sussex Sixth-Form College.

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United States/Peter David

## Test scores a 'waste of time'

WASHINGTON: Many American school-leavers are forced to waste time and money taking standardized university entrance tests which have no bearing on their chances of admission, a report from the National Academy of Sciences says.

Reporting on a four-year study of the widely-used aptitude tests, an academy panel says nearly two million people a year take one or both of the tests administered by the American College Testing Programme Assessment (ACT) or the Scholastic Aptitude Test (SAT).

In most cases, however, the test scores make no difference to the applicants' chance of entering the college or university of their choice. Most universities have difficulty in recruiting enough students and only in the case of the "highly selective" institutions would test scores affect the likelihood of being accepted.

"In that sense the public perception of the importance of high scores on the SAT or ACT is misleading; most applicants are admitted to the college or university of their choice," the report says.

The National Academy of Sciences set up the panel, headed by Yale psychologist Mr Wendell Garner, after America's huge testing industry had become the object of increasing controversy.

One of the most serious attacks on the widespread use of tests in both education and industry was launched by the consumer advocate Mr Ralph Nader in 1981. He released a report on the Princeton-based education testing service describing the claim of testing companies to be able to measure ability and predict performance as "a specialized kind of fraud".

Other critics have claimed that because test scores can be improved by specialized coaching, the tests discriminate against the poor. And there is considerable evidence that blacks and other minority groups achieve consistently lower scores.

Many of these criticisms - and calls for closer government control of the private testing companies - are rejected in the report. It says many tests are good predictors of performance, but should not be used in isolation from other ways of assessing ability.

Testing, it says, should be seen neither as a panacea for social ills or a scapegoat for society's failures. "Tests should not be required to do things they cannot do such as guarantee that distributions of scores will not differ for different racial or ethnic groups," one of the authors told a press conference.

In the case of schools, the report warns against the use of tests as the only basis of important decisions ab-



Mr Ralph Nader: 'specialized' test

out a pupil's educational future. It continues: "Scores ought to be interpreted within the framework of a student's total record, including classroom teachers' observations of behaviour outside the school, and the child's instruction."

The report says that schools must be foremost users of standardized tests in the United States. An average American child is likely to take between six to a dozen batteries of achievement tests from kindergarten to high school.

Italy/John Phillips

## Earthquake protest

ROME: Thousands of teachers, pupils and parents marched through the streets of Naples recently in a bitter protest at the southern city's crumbling, Mafia-ridden schools. Police said that more than 20,000 people joined the march, called by teachers from schools closed by the earthquake of November 1980.

More than 14 months after the disaster tens of thousands of children are still attending classes organized on a rota basis in makeshift classrooms set up in former army barracks.

Classrooms house double or triple shifts from two or three schools between 8am and 9pm. Many schoolrooms are converted into dormitories for homeless earthquake victims to sleep in when school is over, teachers say.

In addition, the staff allege that the often ramshackle buildings lack caretakers to provide basic security against Naples' flourishing juvenile crime gangs, linked to the Camorra, the Naples version of the Mafia. Teachers say they are often robbed while leaving the barracks and that children are harassed by drug dealers, but requests for help from local authorities have been ignored.

Finland/Donald Fields

## Maths pass opposed

HELSINKI: A move to make university matriculation in Finland conditional on a pass in mathematics faces stiff opposition. This spring, government bodies, teachers' organizations and other interest groups submit their views, and may not endorse the idea.

The proposal to replace a general paper - a mélange of humanistic subjects and natural sciences - with compulsory mathematics appears in an exhaustive report on reforming the student matriculation examination written by a nine-member working party set up by the Ministry of Education. The justification is spelt out as follows: "All pupils should have an adequate grounding in mathematics for subsequent university or vocational studies, and for the world of work."

If adopted, the proposal would oblige would-be university entrants to pass in four subjects: mother tongue, the country's second language (Swedish for Finnish-speakers, and vice versa), one foreign language, and mathematics. A general paper and one more language would be optional.

India/A. S. Abraham

## Population control studies

BOMBAY: The first experimental workbook on population studies for pupils in the 13-14 age-group, will soon roll off the presses here.

It comes from the National Council of Educational Research and Training (NCERT), a schools council-type body, and will be tried out on 1,000 pupils in eight centres. Written in English, it has been translated into five leading Indian languages, including Hindi, the country's most wide-spread language. Profusely illustrated, the book covers:

- How and why rapid population growth occurs;
- How population increase means environmental degradation;
- How every family must be engaged in the battle to keep numbers down.

It gives many specific situations and events with which pupils are expected to come to grips in practical and conceptual terms. The underlying principle is the "discovery approach" where pupils, helped by their teachers, must arrive at an understanding of what the cause means.

This is the first concrete outcome of the National Population Education Programme (NPEP) launched a year ago with financial assistance from the UN Fund for Population Activities (UNFPA). NPEP was preceded by a countrywide survey by NCERT to ascertain how PE would be received and what it should aim at. The survey showed that teachers and educationists felt the cause to be vital so long as it did not over-emphasize sex education and the objective was to make students see the connection between population limitation, economic and social progress and individual welfare.

NPEP is being introduced in three stages, the first (in 1980) covering ten states, the second (1981) taking in eight more, and the third to include the rest of the country.

In the end, it should cover nearly 100 million school children in formal schools and another 44 million, in both cases below 14 years of age, in the non-formal sector.

The Federal Government is directly responsible for the programme and is partly funding it.

China/Peter Mauger

## Mainstream minorities

Minority nationalities make up a third of the 31 million people live in Yunnan, a province of west China. There are 23,000 people from the Yi with 3 million Dulong with 4,500 millions.

The minority peoples have a history of exploitation and oppression by the Hans, who comprise 90 per cent of China's population. Isolated in remote and mountainous regions, their different stages of social development were a boon to anthropologists. Slave societies and primitive clan societies, slave societies and patriarchal families existed in the province when the present government took over in 1949.

Since liberation, government policy has been to bring minority nationalities into the mainstream Chinese society, while preserving their national identity.

The Yunnan Institute of Minority Nationalities, set up in 1951, has trained more than 12,000 students from minority areas, most of whom have returned to their regions of graduation to help in the task of modernization.

At present, the institute has 120 undergraduates, most of whom are training as senior middle school teachers for ages 15-18. They are enrolled through the national education entrance examination with a mark-weighting for students from the more backward regions. Last year they started a preparatory one-year course for promising students who had just failed the national exams because of poor educational facilities. They will join the main four-year course.

There are six departments: politics, Chinese language and literature, maths, minority languages, physics, chemistry, law, foreign languages and biology departments. Stress is being set up next year. Stress is being set up next year. Stress is being set up next year.

There are two other sections in the institute. A cadre training section has 85 students, mainly middle school and at the level of continuing education secretary or above aiming at the political and theoretical level of cadres and specializing in economic management. There is also a research department, set up this year with a staff of 32, and at present only 10 research graduates.

Sweden/Chris Mosey

## Au pairs have a tough time

STOCKHOLM: The Swedish au pair girl is a firmly established part of the Scandinavian image in the rest of the world. The Whitehall force stereotype is a busty, devil-may-care blonde with a freewheeling sex life and a predilection for nude sunbathing.

The reality is very different and was highlighted in a poignant letter aimed at children aged between 12 and 16, to *Dagens Nyheter*, the leading Swedish daily newspaper, from Erika Ljode, aged 17, from Enskede, Stockholm, who is working as an au pair in New York.

Erika said her time as an au pair had taught her what it was like to have no proper education or examination passes.

"When I went to school I took most of it as a joke," she wrote.

"I played truant, never read my lessons, avoided tests and dreamed of being able to go abroad and have fun. The United States was an especially tempting goal for me."

Erika left for New York to become an au pair on May 25 last year. "The United States, especially New York, is no dreamland," she wrote. "Here you shouldn't just be best, you should also be beautiful, wear the right clothes and go around with the right people. You should also live in the right neighbourhood."

"Soon I shall be coming back to Stockholm. What sort of job will I get? What have I to offer? ... One day when you go out looking for work, you'll thank your lucky stars that you swotted."

"If you are fed up with school, then it is up to you and your friends to change it," Erika wrote.

Republic of Ireland/John Walshe

## Corporal punishment ban upsets staff

DUBLIN: Corporal punishment has been officially abolished in Irish schools since the beginning of the month. The abolition was one of the last decisions of the short-lived Coalition Government, which faces a general election on February 18, following the defeat of its budget proposals in the *Dail* (Parliament).

The decision, however, has annoyed teacher unions and managerial representatives as Mr John Boland, the Education Minister, refused to issue guidelines on alternatives; he says these could best be worked out by the schools in consultation with parents. Two unions also expressed annoyance at the short period in which the schools had to adjust to the new regulations.

Although a decision in principle was taken last October, there was only a five-day notice of the February 1 implementation of that decision. The unions sought a postponement until June and the establishment of a working party to issue guidelines before then. The Minister did agree to

an informal working committee solely to deal with the problem of disruptive pupils.

In the case of private secondary schools, the Minister has stipulated that abolition of corporal punishment will be a prerequisite of financial aid from his Ministry including the payment of teachers' salaries. There are a small number of private schools which do not get any state aid, but the Minister is hoping that these will fall into line also.

● The Coalition's controversial decision to raise the school entry age to a minimum of four and a half years is featuring strongly in the election campaign. The main opposition party, Fianna Fail, which hopes to return to power after only seven months out of office has promised to reverse the decision.

● The EEC-backed school milk scheme which is already in operation in most community countries was launched last month in Irish schools. It is hoped that eventually over half the 900,000 full-time pupils will take advantage of the scheme.

## Trouble with the law

Susannah Kirkman looks at the concern over the growing interference of West German courts

in the new sixth form system. They contended that the sixth-form curriculum offended against educational goals anchored in the Hesse constitution by not providing an all-round education.

The judges ruled in the parents' favour, on the grounds that parents are guaranteed the right to "active participation" in their children's education by the Hesse constitution.

The Hesse verdict overturns the decision of federal judges on the same case in 1980, that school organization and curriculum could only be determined by education ministers.

But the Hesse judges voiced criticisms shared by many parents and teachers. "Reform the reform" has been a constant cry almost since the *reformierte oberstufe* began, introduced with the aid of fostering "intellectual independence".

The verdict particularly condemned the new system's "disregard

stated that economic difficulties did not justify an attempt to save money by employing teachers on a temporary instead of a permanent basis - 2,000 teachers on temporary contracts in Hesse now expect to be given permanent jobs, according to the GEW.

A third legal decision may also considerably change teachers' conditions of employment. A labour court in Muenster has ruled that form teachers are not required to take part in class trips as part of their contractual obligations.

As the class trip (*klassenfahrt*) involves 24-hour supervision of pupils and can last several days, it is regarded as an onerous duty by many teachers, who are also liable to criminal prosecution if anything goes wrong. Up to now, it has been seen as an integral part of the school work.

Recourse by parents and teachers to the courts to solve educational disputes seems built in to the German school system. Constitutional measures and a complex series of regulations governing every aspect of school life increasingly lay teachers, schools and education authorities open to charges of neglect or misinterpretation of the many rules.

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# Letters

Sir, - TES reporters are to be congratulated on their article about methods used to get rid of incompetent teachers. I feel that a public debate on this sensitive issue is long overdue. Although many teachers have been aware of various practices, it cannot have been easy to get head teachers to admit to using "devious and unethical" methods, nor will I.e.a.s have been too keen to have the existence of secret blacklists revealed in *The TES*.

The article throws up a number of very serious issues: Does the end (getting rid of incompetent teachers), however laudable it may be, really justify the means? What about justice being seen to be done, or of the principle that an accused is considered innocent until proved guilty? Should there be room for devious and unethical practices in a partnership which depends on the utmost honesty, integrity, sensitivity and mutual trust if it is to be successful?

Even more worrying is the fact that, in the guise of seeking to weed out incompetents, the odd head teacher may be tempted to apply the same pressure to other teachers he/she judges to be troublesome (sic), not in terms of incompetence but for some other reason. It is not unknown for life to be made unbearable for teachers of whose competence there cannot be the slightest doubt.

Seeking to break another person's spirit - for this is what such pressure amounts to - is demeaning, an offence against human dignity and, in my view, no less reprehensible than the physical violence of dictatorial regimes.

Dr J. HOFFMANN,  
22 The Square,  
Uffington,  
Cullompton,  
Devon.

## Plain speaking

Sir, - In your issue of January 22 you carried a report of the difficulties experienced by Brent's "multicultural" adviser in expressing himself in plain English. This seems unfortunate in someone hired presumably to communicate effectively. What I find strange, and frankly objectionable, is the man's refusal to accept that jargon is a barrier to real understanding, and his reported assertion that the fault must be with those with whom he is attempting to communicate.

I suggest there are two basic reasons for this adviser's difficulties. First he is perhaps attempting, as it were, to sell an unsound product. Using language to impress and persuade rather than to convey information is the perennial ploy of the salesman trying to sell a product no one really wants. The only remotely convincing study of "multicultural education" has deemed it a myth - see Maureen Stone's *Education of the Black Child in Britain - The Myth of Multicultural Education* (1980).

Secondly you report that this gentleman has just completed a course at London University. It would be there, within the high temple of "curriculum development", that he has learned the pretentious jargon with which he seeks to impress others. Some of the academics who now inhabit our Departments of Education rely heavily on puffed up language to persuade the world that they are to be taken seriously. The "worst offenders are, without doubt, those whom one philosopher has dubbed the curriculum 'mongers'". R. HONEYFORD,  
14 Milton Road,  
Prestwich, Manchester.

## Quis custodiet

Sir, - The Ormskirk and Aughton Labour Parties, by urging Labour governors to question a head's judgement, give a useful opportunity for headship candidates themselves to

## Dismissal: justice or offence

Sir, - Among the rambling generalities in Professor Honey's article (Not so much a purge... January 29) which proposed the reassessment of serving teachers, we read that tutors on PGCE courses are reluctant to fall students even though they have doubts about their competence. This is insulting to the integrity of those tutors and to that of the external examiners, many of whom are serving teachers. I should be glad to see Professor Honey's evidence for the statement.

A. J. HEAMON,  
Merrowhurst,  
13 Caxton Road,  
New Malden, Surrey.

Sir, - I wonder how many cases of teacher incompetence can in some way be related to the incompetence of their headmasters. Teacher incompetence is sometimes created by thoughtless timetabling and downright bad man-management.

Often the probationary teacher is given no classroom base of his own and finds himself racing between lessons from room A1 to Z17, laden with books, to find on his late arrival a rowdy class that he lacks the experience to calm down.

There is a tendency for probationers to get classes of the least academically able, particularly at the upper end of the school. Heads, it seems, rarely think of giving a problem with the O level group, but dump them with the non-examination group "where he won't do any harm". The probationer is left with a class of difficult and poorly-motivated pupils.

Consequently, the probationer is likely to have disciplinary problems, but not the reward of examination success. Meetings with headmasters

are likely to be called to discuss the inability to control certain forms rather than to monitor progress. As for the junior time servers, obviously, in-service training is essential, but many heads' immediate concern is to keep their staff at school rather than have to cope with the problems of "covering" staff on courses.

Many headmasters do not want dynamic teachers on their staff, because these are the teachers who are continuously pressing for improved facilities, changes in teaching methods and more money to spend on books. Instead the dull "yes-man" is promoted to a position of responsibility because he is not likely to rock the boat.

One may ask, just how competent are headmasters at interviewing. It is teachers entering schools because headmasters have appointed them.

I. W. COLDWELL,  
103 Gordon Road,  
Strood,  
Rochester, Kent.

Sir, - I have always found the crossword the most interesting and informative item in your periodical. In Crossword No 35 was impossible to solve because the clues did not match the crossword layout. It is deplorable to find this lowering of standards in the newspaper industry. Watch out Messrs John Honey and Philip Vennings may soon be advocating the "weeding out" of incompetent, bored, burnt out, lazy or poorly qualified editors.

It strikes me as curious that it takes several hundred well-equipped policemen to cope with rioting teena-

gers of our inner cities whereas a few incompetent teachers are able to deal with them, in a group, of 25 to 30, seven hours a day, five days a week and, to some extent, educate them as well.

The assessment of competence varies with the assessor. 50 per cent of the population may consider a government minister as competent whereas the other 50 per cent condemn him for being ineffective. One headmaster may regard a teacher as quiet and he has few disciplinary troubles. Another headmaster may consider the same teacher incompetent for being too repressive and lacking in initiative. It is possible to concoct a charge of incompetence against any teacher if one has determination.

A teacher may be able to present good and interesting lessons to many classes but find it nearly impossible to teach some others. With a class of 30 children (assuming that they are not clones) it should be conceivable that it is impossible to interest them all, all the time. Some children do not like school just as I am not enamoured with certain tabloid newspapers.

The headmaster who complained of having two incompetent heads of department certainly has problems. To appoint one unsatisfactory IT is may be unfortunate but to appoint two snacks of downright inefficiency. Ah well two governors' meetings within a fortnight may be held at his school!

When children leave school and are found inadequate in numeracy (William Cockerell), the schools are held responsible. Following this line of reasoning then the failure to moti-

vate selected, able and willing students to become adequate members must be the responsibility of university departments of education and polytechnics that have education departments.

They should weed out their own incompetent professors and lecturers. However your correspondent (Passmore) has explained how it is so easy to hood and hoodwink their lower paid brethren, and how they "fire-proof".

A well known extension of Shavian quip - Those who can't teach - teach those who can't teach - teach those who can't teach - teach those who can't teach - teach those who can't teach.

An effective way of combating one's own incompetence is to put one's own incompetence to the test of others. Hence this letter.

E. B. BAILEY,  
Sutton Coldfield,  
West Midlands.

Sir, - I read with interest the article by John Honey "Not so much a purge" (January 29).

For a long time now most head teachers have felt that a vast improvement in the quality of courses and in teacher training by Universities, Polytechnics and Colleges of Education would be brought about by having on a regular basis in their classrooms teaching at regular intervals (say seven years) by all staff at all institutions.

After all most doctors in day training younger members of profession do regularly have to deal with sick patients and are not competent to advise on their treatment. This is rather more than said of most people in charge of institutions.

JESSIE HADISON,  
Fulham Bungalow,  
Hathersall, Preston.

It is not available by "consensus" that he had mastered a whole lot of tawdry pre-digested material and I know every author in the world with me.

Of course the candidate who writes "with understanding and sensitivity" deserves great credit, but the whole argument is that he writes his piece with a view to the dreary repetition of views derived, in his own words, from these dreary prophets.

BRADLEY WINTERTON,  
Achtargracht 31,  
Amsterdam, Netherlands.

## New stream

Sir, - Many books of autobiography, fiction, drama, poetry, belle lettres and biography have been written in English by black and white and minority authors in Britain over the years. However, no recognition has been given to the growth of a new stream of British literature.

I am now working on a book in the South East Area's magazine, which will draw attention to this field.

You will appreciate that such material is little known and difficult to obtain. I should appreciate any assistance that your readership is able to offer: (a) Review articles of available publications, especially those which have been published, or those which have been from small publishing houses; (b) Publication details of books not yet out of print (this information would be included in the bibliography); (c) Copies of any articles or book reviews.

If there are people or institutions with resources of experience in this area with whom I do not yet have contact, I should be delighted to be able to get to know them.

All assistance given will, of course, be properly acknowledged. PRABHU S. GUPTA,  
108 Weydon Hill Road,  
Furnham, Surrey.

Sir, - The article by Richard Griffiths (January 22) on "The cost of independence" was very much on target, though not all his shafts hit the bull.

It is quite true that those of us who work in independent schools are alarmed by the Labour Party's proposal to abolish private education. It is natural that much attention should be directed to this and an attempt made to point out the dangers if equality, rather than freedom, is sought as the most important goal of a truly democratic society. There are of course very few who really accept this, as the regularly recurring excitements over salary and wage differentials illustrates. How equality of opportunity for all children is to be achieved without all parents being rewarded equally remains a complete mystery. The idea that the total abolition of independent schools, so different from one another in size, character and history, will achieve this is a dangerous myth.

We are not, however, so obsessed with this that we are unaware of the problems caused by rising fees, particularly as many parents with children at independent schools are not really as rich as is often supposed. (It is

## Choice of equality or freedom

incidentally possible for parents to have a lot of money and for them to decide not to spend it on their children's education.) In many cases a child's place at independent school depends on the second income earned by mother. I'm sure that we are not by any means alone in agonizing over fee increases. The governors consider nothing more carefully than fees and here we have every year kept increases down to the minimum necessary. The big leaps occurred as a result of the Houghton and Clegg awards and these underlined the fact that it is possible to be economical in all sorts of small ways without making much impact. The only effective way of achieving substantial savings is by cutting back on academic staff. If this is done, the attractiveness of the school is reduced and you remove the most important single element in the service offered to parents, a service for which many of them are prepared to make considerable sacrifices.

In spite of the RP index figures to which Richard Griffiths refers, most parents in my experience do not find the increases at all out of line with those encountered recently in other spheres of life. They will go on paying while they can afford (and are free) to do so. The danger is that the so-called recession makes this increasingly difficult. In the West Midlands the news is dominated by items about firms crippled by soaring energy prices, high interest rates and spiralling local authority rate demands. Here is the real danger, not the extravagance of governors.

W. J. DALE,  
Headmaster,  
Tettenhall College,  
Wolverhampton,  
West Midlands.

## Choice of equality or freedom

Sir, - I cannot say I enjoyed Richard Griffiths' article on the rising costs of independent education which showed that over the past 23 years day fees at one independent

boys' day school rose at a rate which was twice as fast as the increase in the Retail Price Index.

Schools are now very concerned to keep their fees as low as possible. Since 1977 ISIS (The Independent Schools Information Service) has been recording the increases in school fees and comparing them with rises in inflation. The results are published every year in our annual statistical survey.

So far they have shown that average fees have not risen much faster than inflation with the exception of the year 1980/81 when the Clegg pay awards were implemented. Thus the average fees at a boys' secondary day school (in membership of the Headmasters' Conference) rose by

68 per cent from £849 a year in January 1977 to £1,423 a year in January 1981.

The Retail Price Index rose by 60.8 per cent during the same period. But perhaps the rise in school fees at independent schools should be more fairly compared with the rise in secondary school unit costs. The Department of Education and Science informed me that these rose by 65 per cent between 1977/78 and 1979/80 (the latest figures available).

But this letter is in no way intended to detract from the timely warning given by Mr Griffiths of the economic storm clouds in the sky and the need for school governors to continue to observe them.

TIM DEVLIN,  
Director,  
Independent Schools Information Service,  
26 Caxton Street,  
London SW1.



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# Talkback

## Dangerous to ignore

Helen Craig

Some area health authorities are giving insufficient recognition to the effects of glue-sniffing among adolescents in urban areas. Glue-sniffers tend to fall into the 11 to 16 age range. The solvent abuser is typically a follower, and prone to boredom. The school truant is particularly at risk. A number of solvent abusers identify with the teenage "skinhead" cult.

The solvents used are adhesives, aerosols, hair lacquers, nail-varnish remover and lighter-refills. The cheapness of solvents and the quantity available from supermarkets and local shops gives a wide range from which to choose. Having acquired it, the sniffer places it in a paper or polythene bag, often conveniently hidden in the inside of a partly-open coat or jacket. The place selected for inhaling the solvent may be a stretch of wasteground, a corner in a block of flats, or in the home of a truant unsupervised by parents.

Solvent abusers can often be recognized by fragments of glue sticking to areas of their outer clothing. Side-effects of glue-sniffing include headaches, dizziness, horrific dreams and hallucinations. The fearful nature of some of their dreams can cause sniffers to seek the protection of a "weapon" (e.g. a hammer) placed under their pillow or bed. Visual hallucinations can make the



liver, brain and other organs of the body.

The parents of young glue sniffers need help and advice. The effects of coping are usually predictable: mood-swings, or resorting to self-punishment. But those which have affected their children should be available to them.

At present glue-sniffers are shut out between parents, social workers and visiting psychiatrists. Of course, education has a role to play. Many health programmes already incorporate a school of thought believes that to discuss it in school might be a non-participant's interest.

Glue sniffing is not a legal offence. The Government nevertheless has a responsibility to provide guidance for the safety of young people therefore should legislate accordingly.

Helen Craig is deputy head, Waltham Forest secondary school.

## It may not be art ...

Anna Sidwell

Mary Warnock (January 15) makes some justifiable points concerning the Open University's course "Art and Environment" though as a reader of philosophy she must know that many a sentence pulled out of a textbook sounds, and often is, ridiculous.

On the whole, I do not disagree with her concerning the intellectual content and the wording of the course. Nor does the university, which, I suspect, in common with her, deliberately and mischievously misses the point. The course will be withdrawn after 1983 following its eight-year run, and, in spite of appeals from students and staff, it does not seem as if it will be revised or rewritten.

Having read the description of New Games and the ensuing debates concerning the "implications of non-competitive environments", Mary Warnock concludes that this course opposes all competitive games. Susan Stebbing would be rolling over at this kind of criticism. Is not the study of our competitive society well worth making? Does not every teacher know that a point is best made through action and experience as well as words?

The course is set up to help students create something themselves. In a society loudly complained of as passive and spectator, this is a valuable effort. My short experience as a tutor has shown that many of the students are ambitious and experienced in science and technology (both OU courses and at work). They have perhaps too much respect for other people's achievement and certainly too little regard for their own.

When it is suggested that they do not make things for themselves without a correct answer being available, as they have in the past been where they are at first bewildered, attempts are clumsy, first of all, but equally naturally, though it could surprise Mary Warnock as it did me - their delight at the discoveries they themselves have

Mary Warnock scoffs at pinhole cameras as an example of the shoddy which the brochure lavishly does not give up to! Apart from the fact that good pictures can be taken with this simple tool, the point, I think, is that one can begin to make worthwhile things without the razzmatazz of technological equipment - often another difficulty for the enthusiast, who spends more effort collecting his gear than using it, or who does not start because he cannot improvise.

The course dismisses the nature, function and political position of art, and on the way to opening awareness of many kinds of artifice, does state that "we are all artists, and the activities encompassed by the word art activities that we all enjoy and take part in". The exclusive position of the artist and art is being discussed and opposed - quite a respectable point of view, I should have thought.

The learning and reputation of knowledge is commonly held by students of any kind to be at times an unpleasant ingestion and regurgitation process, leaving little time for and diminishing the urge to think and create independently. It is a regrettable but apparently unavoidable consequence of the volume of information considered essential.

It is not common to observe the cessation of free imaginative painting around age nine, when the concept of correct form set by other people is first approached? Is it not worth considering how to continue independent creativity with this intake of facts and standards?

Watching and playing with young children, a grown-up can rediscover some freedom from inhibition and is not expected to be familiar with any of the media used in the course, some of the early exercises strike the sophisticated achiever as puerile, because they seem easy. If done with an open mind and some children's guilts (though unconscious ones of course) this same adult is often amazed at what he or she has been missing, and recognizes the results as artful.

Art and Environment has many faults, but if think the cause of the

mockery and even indignity aroused in others lies not in the faults, but with its unique and potent, aesthetic and political beliefs. It is a remarkable and to rigidity. It is also the most public criticism of it in the joke columns - why know the cause of human we?

Anna Sidwell is a tutor on the "Art and Environment" course. Views expressed here are personal.

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# Saturday night BLUES

Youth culture in Leeds - a melting pot for the fashions and changes of the last 20 years  
Victoria Neumark reports



"Whatever happened to Saturday night? Finding a sweetheart and holding her tight - She said, Tell me, O tell me, was I all right? Whatever happened to Saturday night?"  
The Eagles, 1972, California

I babysit on Saturday nights. You don't want lads jacking round you the whole week, do you?" Andrette, aged 17, 1982, Leeds.

Leeds, a grimy red city. Chapeltown, West Indians crammed into big old houses; Harehills, Asian and Irish crammed into back-to-backs; Gipton, tired council flats. The towers of the estates. Meanwhile, "a gluesniffers' paradise". Vandalism, "everyone does it when they're young - for a dare, like. Making ends meet on the dole - you can't do much on five quid a week after you've paid the bills." In the plush suburbs of Alwoodley and Roundhay, life much as usual - "What recession?" "We mostly go out of town on a Saturday night". Over six thousand unemployed or on job creation schemes. What do they do for fun?

"Disco, or a nightclub. Ciderella's is good." "Go dancing, go down the pub with my mates." "Go to a blues." A blues? "Yeah, a blues -" "Good girls don't go to a blues." "Course they do, that's in the old time. A blues just a party in someone's house where you can go and dance, get a big sound-system going." "And smoke that weed." "That's for the boys, they smoke ganja. I don't touch nothing." "You got to pay to get in, but less than a disco." "Got liquor there too." "After hours?" "The police don't come there now. They're scared to raid the blues." "I don't go to no blues." "Yeah?"

Do white people go to the blues? "Course." Often? "If they go with someone." "I'd go if I was with someone. I wouldn't go on my own." "I wouldn't go out on my own." "Nor me." "Nor me, never. I'd rather watch telly." "There's a thing that's wrong," said Elaine, 17, a YOPs trainee. "There's guys'll look down on a girl goes with a white man - but they'll go with a white girl themselves." Said, Leonora, aged 20, a dancer and student. "I think it's awful. They go with a white girl because they say she's right easy, and they just use her. Him, that Derek, he's a typical user." "Come on, Malcolm, an ex-actor. 21, "you know lots of coloured men screw lots of girls. It's a male-dominated society."

Dick, 20, a student meat technician, white. "There was this girl, she said I got her pregnant. But I didn't believe it was mine. She was, like, the village bike, you know. So I didn't do nothing. She had the kid." Dick doesn't believe in contraception. "It just comes on you, like, on the spur of the moment. It's natural. I've got lots of girlfriends now, no one steady." Fiona, 16, student: "Loads of people I know get married at 16. One girl was in hospital at 14. Most people aren't virgins after 15." Precautions? "We just pray."

Elaine: "I think white people's parties are disgusting. There's always people knocking on the sofa, you can't go to the toilet because there's some couple in the bathroom, there's boys trying to get girls upstairs and tin cans on the floor. It's like a brothel!" "I've never been to a white people's party like that," said Clyde, 22, black and unemployed. "Maybe black people's parties aren't like that because they have somewhere else to go" said April, 18, a hotel receptionist, twisting her hair round her fingers and giggling. "Black people keep their blackness for afterwards," said Elaine.

"A lot of black parents want their daughters to marry a virgin. That's why they don't take precautions. They don't want their parents to find out." Leonora. "I'd like to have a baby. If you live with someone, what's the harm?" - Gwen, 17. "I'd like a baby, but not yet." "If a baby comes too soon, it can be miserable." "It wouldn't be a very nice surprise at 17 or 18," said Richard, 17, white, on Work Experience. "I had my daughter at 18," said Joe, 22, black dancer and student. "She's everything to me. She's great."

"My parents don't know, they'd kill me if they found out." "My parents put a packet of Durax under my pillow." "They know really, but they pretend not to know." "They're very good, my parents." "I feel I'm living in a cage. I can't wait to get out." "My parents weren't too keen on my getting drunk and I want to bring the police force, so..." "My dad brought me up on whisky." "My dad buys me my fags." "My mum makes me my clothes." "My mam goes half with me on me clothes - she bought me half of me Kickers." - Dick. "My mum gives me a quid." "My parents give me the job of cleaning the house." "They give me

what I want." "I never see my parents" - Gwen. "I give my mum a fiver" - six pounds, seven pounds, eight pounds, nine pounds, ten pounds, twelve pounds. "You give your mam twelve pounds! What for?" "Food, clothes and that." "O well, if she buys all your clothes..."

What do you spend on clothes? Elaine: "If I saw a dress I really liked I'd pay up to £40." "I'd pay £30" - Susie, a hotel receptionist. "I can't remember when I last had money to spend on clothes, me" - Gwen. "The most I spent is £69 on a leather jacket" - Nigel, 19, trainee meat technician. "I don't like to look scruffy." "We've all got suits." "We like to see fellows in tight jeans and suits and leather jackets" agreed Elaine and Agnes. "Some fellows are right scruffy." "If I had money I'd spend it all on clothes" - Paul, 20. He runs a Friday discotheque for New Romantics - "It's on the way out now, these Futurist diads are coming in now". Punks, New Romantics, Futurists - "I think the only difference," said Elaine "is that they like different records." "I saw this dress in the catalogue" said

Andrette. "It were right lovely. It were £54 and if I'd have had the money I'd have bought it, I would." Andrette: "If I go out to a nightclub I wear the lot - dress, lipstick, blusher, foundation, the lot." Elaine: "Yeah, and look like a painted dolly." "Not if you put it on right." "I think white people look like tarts." Agnes, 17 YOPs trainee: "Hardly any coloured wear make-up."

"Where I work there's only two girls that smoke, and they're white" - Audrey, Alan, 20: "I think it's bloody horrible if a girl smokes." Mary 16: "I only smoke, like, two a day." "I smoke ten." "Fifteen." "Twenty." "All me money goes on fags." "If I have a bit to drink I have a cigarette, you feel better if you have something in your hand" - April. "I think girls are smoking more than boys now" - Paul, 17, student and greaser. "A lot of my friends don't smoke tobacco."

"Everybody goes down the blues, they smoke ganja." "I like it, yes." "It didn't do for me." "I'd try out," says Denise, 18, hotel receptionist. "I tried speed once. It was all right." "I'd have a drag." "I don't know

anyone that smokes it, where would you get it?" Paul: "You know these Do-Dos, a cough sweet. Well they're a form of speed. They're great, they make you more aware." Stuart, 17, doing catering Work Experience: "I was getting addicted to valium. You take four valium and two pints of bitter and everything far away comes close and the colours go bright. The doctor gives you them for depression." Tina, 17: "I think it's pathetic. Stupid and pathetic."

"When my sister's boyfriend sniffed glue he went crazy and turned blue. A lot of t'punks sniff glue. They're bored and there's nothing else to do. Some of them have jobs and they're clean, but there's others that smell and they sniff it" - June, 17, ex-punk. Alan: "If I caught my younger brother doing it I'd kick his head in." "So would I." "No, I'd take him to someone without telling me parents." "It's just the little kids that do it, from the age of nine." "You can get heroin in the pubs but it's much more expensive." "One of my best mates is into glue-sniffing - they used to be skinheads, they'd take anything that was going." "It's cheaper than drink any road" said Richard.

Richard: "Pernod's my favourite. I bought a bottle of Pernod and I have like three slugs before I go out, take a little Britvic bottle with three more, and maybe have three when I'm in the club." "Pernod's my favourite." "Rum and coke." "Mintini and lemonade." "Brandy and coke." "Bacardi." "Jager." "Cinzano and lemonade." "vodka and orange." "anything expensive." "a couple of pints." Tina: "Last New Year's Eve I got so drunk I fell down the stairs and broke my arm." Andrette: "If I feel depressed I go out wi' me pal and drink and drink and drink till I get drunk and then we get a taxi home." "I just drink cider." Joe: "I never drink outside, like in a pub, only at home or a party. It's dangerous outside - there's the Front, the police." Tessa, 17, hotel receptionist: "I have maybe five or six vodkas and then a couple of lagers and I might have a Pernod. I drink such a lot to relax. I always have a good time." Agnes: "When you go out, make the fellers buy you drinks. Get them to pay. They mess about and they've got kids and that, you don't want to get involved - but they can buy me a drink!"

Is the disco and the pub the best fun? "It's not the drinking, it's the socialising" - Paul. "I like to get a skilful in Leeds - no one knows me and you can be disgraceful if you want" - Alan. "I'd put about £6 in the Space Invaders and the fish and chips shop. The girl can like it or lump it" - Dick. "You can't drink and dance" - April. "I don't dance until I've had a few" - Dick. "If you're going for a night out, the idea is to get fairly sloshed" - Alan. "At a blues, the old men's blues they just smoke and play dominoes, but at a young people's blues there's dancing." "Dancing's great." "Black people like dancing more, I think, like the reggae and soul music more." "I like to be with my friends in the pub, like to have a good laugh" - Lorraine, 17.

"I'd go out for a lovely French meal, and wear a cocktail dress" - Susie. "I went out for a meal once, it was Chinese. I didn't like it, I ate all English things, with tomato ketchup" - Leonora. "I'd have a real steak and chips." "I'd never go out for a meal, it's not interesting, I'd rather go to a club." "I like going to the pictures, the scary ones" - Jackie, 17, receptionist. "Because then I can cuddle up close to him!" "Pictures are too expensive."

Stuart: "I'd stay at home and play my records. Or my girlfriend might come back for a cup of coffee and we'd play records." Helen, 17, student: "If you've no money to go out you make your own enjoyment at home like, but if you've money that comes first - going out." Paul, her boyfriend, 17: "I spend a lot of time on me bike."

"The best time I ever spent was watching an all night car rally." "I'd just as soon stay in and watch the telly." Clyde: "Sometimes friends come round and we have a meal." Dick: "When I've nowt else to do I clean out me ferrets. They're good ferrets, for hunting." Youth culture in Leeds - a melting pot for the fashions and changes of the last twenty years, where "nobody goes to youth clubs", where "about two thirds" of 17-year-olds have sexual intercourse, "but not with just anyone," and about half of those "don't bother" with contraception; where most profess willingness to try any drug except glue, half smoke; and the majority drink regularly, and "everyone believes in going hives on a night out."

Thanks to Pat Cochrane of the Roseville Arts Centre and to Mike Taylor of Thomas Dimsy College and to the young people of Leeds.



# HEAVENLY BODY

The relationship between a pop star and his fans is a mysterious one. **Joyce Arnold** looks at the current supernova

Some people still think that Elvis Presley's hips have a lot to answer for. Believing that what the eye couldn't see the heart wouldn't dream about, the censor at one time would only allow a glove-puppet image of the idol to appear on television screens. It was not the gyrating pelvis that was feared would get out of control, it was the viewing millions. But you can't cut imaginations off at the waist, and stimulating imaginations is how a pop star



earns his title, and his fans. In Elvis Presley's case, the spell was so powerful that for his more fanatical satellites, the King quite simply isn't dead.

It was by dying, strangely enough, that a number of sixties greats - like Jimi Hendrix - proved they were immortal. And when John Lennon was murdered, though years after the man had passed, thousands of people suffered a personal tragedy.

His observation that the Beatles were more popular than Jesus Christ, though demonstrating that the world was once young enough to be shocked, also hit a panic button in those who had misunderstood the message of "peace and love". Colin MacInnes had already spoken their fears through *Absolute Beginners* (1959): "Youth has a power, a kind of diylene power straight from mother nature... As for the boys and girls... if only they knew this fact, this very simple fact, namely how powerful they really are, then they could rise up overnight."

Though the history of pop will record no revolution of this kind, it will show that in the seventies the superstar lost his grip. Whatever else the punk movement was about, it was a response to the fact that, living in country houses and riding around in Rolls Royces, the old-style stars had lost touch with "the street". Having no identity and being broke were the things to identify with, and reflecting this condition became the way to be famous and make money.

Fans were made redundant. It went against

the whole ideology to worship, the new philosophy being that if you like what you see, be it yourself. There were certainly a few individuals who inspired a following, but generally the climate wasn't right for the mega-fan, who does not get into top gear for anti-heroes, and does not look good in grey. Punk suffered from, and eventually died of, its own disease - depression. It was time for the eighties, and time for a new pop star.

Stuart Goddard grew up in the days when teenage girls had fantasies about being that special one-in-a-million to their idols, and teenage boys reached for guitars and dreamed of becoming rock stars, while he was training to be a graphic designer at Hornsey Art School a guitar changed his ambitions. With new ideas, a new band and a new name, Adam

bit of getting used to: enthusiastic but short-sighted fans turned up at concerts wearing sticking-plasters across their noses; and in America the Red Indian Society tried to discourage the would-be brave from sporting their sacred symbol.

Adam the musician achieved his success through a songwriting partnership with Marco Pirroni, one of the four Ants who make up his band. Together they developed a unique sound, with the new "flavour" of optimism - a reaction to the punk-inspired "no hope, no heroes" stance which had dominated the music scene for years. "Antmusic", with two percussionists, is heavy on drums, but beats no political message.

The emphasis is on Entertainment, capital E. Video, a device increasingly employed to promote discs, has provided opportunities for Adam to display his talent as a showman. His extravagant ideas, coupled with Mike Mansfield's considerable skills as a producer, have created perfectly scaled three-minute movies which give his songs extraordinary visual impact.

The first, for "Stund and Deliver", extends the outlaw image to the dandy "spend my cash on looking flush" highwayman, complete with tricorne hat, opera cape and mask. Adam (performing his own stunts) leaps from a tree brandishing pistols and holds up a stagecoach; crashes through enormous windows (slow motion) onto a banquet table, and finishes up at the gallows (a scene which the BBC would not show).

"Prince Charming" tells us that "ridicule is nothing to be scared of" and symbolizes his own rags to riches transformation. A wave of Dianna Dora's wand, a puff of smoke, and Adam is prince of a thousand teeny dreams. The new look - make-up alone requiring hours of preparation - is a living work of art. The white line of the warrior makes way for the dandy's kiss-curls and beauty spot; half of one eyebrow is removed and reshaped above an expanse of lilac shadow, and a perfectly drawn heart now jewels the forehead; two stripes of red warpaint across a cheek link the old with the new, and the face, lips glossed and slightly parted, is ready. With false pieces of hair,

bronze leather trousers, over-knee boots, embroidered tail coat, lacey white cravat and several sashes and belts, Prince Charming is the beau of the ball - making his entrance by chandelier. Clint Eastwood, Alvin Karpis and Valentino all have cameo parts in Adam Ant.

The latest video, for the song "Ant by stars Lulu as a damsel in distress to be rescued by our knight in shining armour (with a little help from Bruce Lee).

The Ants' recent 26-date national tour



proved something of a landmark in music, setting an impossibly high standard for others to try and follow. No "warm-up" but no bare or tatty stage set, but a fire-palace, and a pirate's galleon, looking on the mist in a storm tossed sea. The Charming Revue - three hours of dance and video - is a lavish spectacle for the fans, the "Antpeople" will never be forgotten. But coming out from behind the curtain, it seems, he a risky business.

Adam's first, maybe fatal misadventure is where fantasy becomes reality. It is the crude assassination of a teen fanatic. (Melody Maker)

Not at the concert I attended. Dressed in feathers and tinsel they danced, screamed, sobbed, and when all the red had been thrown and all the kisses exchanged, they waited outside for more. No amount of persuasion could budget them from the exits; a tall girl was employed to stand outside and peer through a high window by the door; bewildered fathers were sent back to cars to wait - for just another half hour, but on Adam, I implored one 12-year-old boy "we won't do nothing." "Speak for yourself," came the chorus. "The flesh is all too desirable."

While the real thing remains out of the fans accept substitutes in the form of tee-shirts, badges, posters, writing "make a date with Adam" calendars, "time with Adam" mugs, and "make Adam light of your life" lampshades. They devour "Ant warriors" through the official fan club and devour a seemingly inexhaustible supply of "Antfax" routed out by the dozens in teeny papers and music magazines: weight, weight, likes (num and don), (lies, violence); "Why I won't do it"; "snoko"; "Girls and Me"; "Adam; his mate love - his jealous heart - INSIDE."

He's a pretty friend who wants to be dressed up and have fun; he is Topo's "hero of a hundred ages", fighting to save the world from evil; he's the good guy who saves drugs and would, rather eat an apple, than Adam; sex of the purest and, most desirable kind.



# In the mood

Steve Coombes on pop lyrics then and now

"Tain't What You Do, It's the Way That You Do It" proclaim the Fun Boy Three and, as ex-members of the Specials who might know a thing or two about pop music, it is an injunction that needs to be taken seriously. Style is currently the vogue. The New Romantics are dedicated inventors of fashion and, with the recent drop in the real price of synthesizers, it has never been easier to form a group to promote such fashions. Once percussion and chord accompaniment come pre-packaged, it is literally not what you do, but how you do it that counts.

Curiously, the Fun Boy Three hit dates from the thirties and, although its author, the arranger Cy Oliver, would undoubtedly endorse the principle of style, the divergence in practice is remarkable. Style is largely a matter of mood and in the remake the smart synopsations of the Jimmy Lunceford Orchestra's original give way to jerky metallic uncertainties. Self-confident self-interest is apparently no longer marketable. Even the style of the aspirant stylist has changed and this more than just a question of differing tastes in dress, hair-length or even music. The most objectionable thing about Adam Ant's "Prince Charming" would be the tone of its lyric.

The most obvious difference between songs from the two decades, the thirties and the eighties, are occasionally reflected in the lyrics themselves. "There's no Business Like Show Business" and "That's Entertainment" both highlight the fact that in the first half of this century most songs were conceived as songs for shows. These days it is records that count: "Hey Mr That's Me Up On the Jukebox". In the thirties, lyric writers rarely performed their own compositions and their consumption was public and shared. In the eighties, the writer is typically a member of the band and the playing of records is often a solitary occupation, akin to keeping a diary. But perhaps the most striking discrepancy between the songs of the two decades is that the tones of their lyrics hardly ever coincide.

Yet the emphases of this contrast are frequently not quite as expected. The apparently obvious distinction between the straight-laced thirties and the liberated eighties turns out to

be nothing of the sort. What currently receiving airplay can match the explicit sexual athleticism of Jimmy Lunceford's "Four or Five Times".

If you can get through three, then you begin to see  
There's delight in doing things right four or five times.

If you can get through three, then you begin to see  
There's delight in doing things right four or five times.

Equally Parkinson's tedious refrain of "they don't write them like that anymore" is certainly not based on any comparative judgment of emotional complexity. The bitter and reflexive ironies of Elvis Costello are far from naive: "I'm not gonna get too sentimental like those other sticky valentines".

Costello's title, "Alison" does provide a clue to the nature of the difference, however. Notwithstanding songs like "Sweet Georgia Brown" or "Charmaine", there isn't a thirties song about "parading" or the end of an affair that actually names the missing loved one who is inevitably referred to as "you" or by some banal euphemism like "my melancholy baby". From the fifties onwards, the Chants increasingly read like a missing persons bureau and the airwaves are raucous with demands for "Mandy" or "Michelle" or "Laura" or "Donna" or even "Oh Carol" to see the error of their ways and to do the decent thing and return. Appeals which are at once direct, personalized, and specific.

For the lyricist of the thirties, unrequited love is a surprisingly disembodied affair embracing either the discreet courtly yearning of Cole Porter's "Night and Day" or the

mature philosophical detachment of "Just One of Those Things". Currently, it is something rather stodgy. The bitterness and blatant nastiness of "Alison" would both embarrass and appal a thirties' audience. The vitriol of the Human League's recent number one, "Don't You Want Me Baby?", with its straight-forward threat to kick the departing loved one back in the gutter and its unabashed endorsement of emotional blackmail, would leave them feeling positively queasy. ("You'd better change your mind or we'll both be sorry").

Writing for shows, thirties lyric writers were in both the best and worst senses of the word in the business of creating fictions. The moods of their lyrics do not reflect emotions they had actually felt nor that they expected anyone to think that they had felt nor even that they expected anyone else to feel for that matter. Nothing would have disturbed the cosmopolitan Cole Porter more than the idea that people might think that he actually did sit and moon over lost love - that emphatically was not his style. The moods of thirties lyrics are about what you ought to have felt or more accurately what you might have liked to have felt given the chance to think about it. Paradoxically, then, the tone is at the same time extremely sophisticated yet highly idealized.

The contrast with the Human League's "Baby Don't You Want Me" is that of a catch-handed expression of a genuine emotional state - tacky, trivial and unsympathetic as it may be. Most of us, when roused, react in a way that is far closer to the over-agitated buoyancy of the Human League than to the quiet appealing dignity of a Cole Porter lament. Who hasn't dreamed of fronting the

biggest rock band in the world with the previously uninterested "ex", now in the audience, leaping up and down with sudden realization of "That's my man!" But who can honestly say they actually would "... sacrifice anything, come what might for the sake of having you near". So, in a sense, the Human League more faithfully depict things as they are.

Now whether you see this as giant step forward for popular music rather depends on what you think the New Romantics are up to. Whether you think that at last someone is consciously acknowledging that, typically, love is rarely noble, certainly not heroic, hardly original and usually of precious little interest to anyone but the lover in question; or, whether you think that they are trying to renew precisely the same romantic fictions as the thirties writers and failing dismally in the attempt - the heightened realism being simply an unconscious, gratuitous and rather comic side-effect.

Oddly enough, Adam Ant's homilies on style provide some of the answers. The codicil to "Prince Charming" is "Ridicule is nothing to be scared of" - a rider redolent with irony. Adam Ant is a highwayman, pirate and fairy-tale prince who has to reassure both himself and his audience that ridicule is not the most awesome terror in the world. The phrase immediately confronts you with the singer's own vulnerabilities, uncertainties and shortcomings and industriously undermines and spoofs the injunction to be stylish. It also explains why Adam would embarrass a thirties audience: the sight of an aspirant stylist falling flat on his face through his own devices would simply leave them feeling uncomfortable.

Thus the most significant difference between the Fun Boy Three's remake of "Tain't What You Do, But the Way That You Do It" and the original is a small change in the title. In the Lunceford version it is "Tain't What You Do, But the Way *How*cha Do It". The "How-cha" is all the difference between ruminations on style that are in themselves stylish and those that are not, and explains why the band's signature tune could fairly claim "Rhythm is our Business".

- again bearing out Fisher and Holder - is "For the future", or "What I need when I'm older." Where a definite target is mentioned it is usually simply "Christmas", "Holidays" or "Present". Coveted objects hardly ever appear - CB radio perhaps six times, items connected with expensive hobbies such as fishing and horse riding once or twice.

Older teenagers, incidentally, mention saving much less frequently than do the younger ones. This may mean just that - that they mention it less - or it may be that they grow less enamoured of the ideology of thrift as the years go by.

All the facts and figures, however, do not come close to expressing the overwhelming impression which came through in this enquiry of the uncomplicated and often very generous attitude which young people have to their money. Perceived fairness is, of course, important to them, and parents obviously make great efforts to achieve it. One girl has an extra pound when the local football team is at home because her brother goes to the game and she does not. The concept of regular birthday rises is firmly believed in and usually achieved, and there are accounts of often convoluted negotiations. One 14-year-old, recounting his efforts in this direction, writes: "Two years or so ago, I achieved the workers' dream: a hundred per cent pay rise."

Complaints, though, are generally good humoured and there is implicit belief that their parents are doing the best they can for their children. Comments such as "I do not get a lot of money but it is enough for my needs", and "Would like more money but not imperative" - this from a 16-year-old who has two pounds a week - are typical of many. The cumulative effect is reassuring and not a little moving.

Very touching too are the stories which young people tell in the process of learning hard lessons about money. One 15-year-old saved long from a low income to buy a tape recorder, only to find on the joyful day of purchase that it had gone up by two pounds. The seller would make no concession, nor even put it by until she saved up the extra money.

Another one spent all her birthday money - over £20 - on novelty soap, and then broke down in tears at the folly of it. "Never mind dear, adults do much worse things as individuals, and collectively, as governments, well

One thing is clear: teenagers are not obsessed by money. They have, after all, usually been protected all their lives from crises of family finance, their needs and little luxuries having priority even in difficult times.

Their immediate wants, too, are surprisingly unambitious. A 13-year-old can get a lot of pleasure from a walk up the town with friends to buy a magazine and a bag of chips. The clue here, of course, is "with friends". As parents, teachers and preachers we constantly exhort young people to value human relationships above material things and yet I would guess that they do this anyway, quite naturally and to greater effect than do their elders and betters.

I say this to put the discussion in perspective. We may think that teenage spending is a matter of vital sociological import. I am not at all sure that the teenagers themselves think so.

In pursuit of information about teenagers and their money I sought, with the help of friends in the Midlands, the cooperation of some 130 young people aged between 13 and 17. They came from a wide variety of different places and backgrounds though the overall emphasis was on urban and suburban working and lower-middle class families. All the young people were still at school.

In no sense was this a formally constructed research survey. What this means is simply that the results are interesting in themselves but that generalizations culled from them must be treated with great caution.

## Income

Some people include the money grandma gives them on the fortnightly visit; others do not. Some include part time job earnings; others do not. Some are given more money and in return have to buy necessities such as school clothing. Such variations make it difficult to arrive at general statements about "spending money". The average (mean) amount declared as spending money by all the subjects of this survey is just under £4.50 a week. It would be more realistic, though, to say simply that the most usual amounts of parent-donated money intended only for luxuries lies between £1.50 and £4 a week. My feeling is that where very low figures are given they exclude "hidden" extras such as gifts from relatives and items paid for by parents at the time of purchase.

# Unmercenary age

Teenagers, it is commonly assumed, are spoilt brats rolled in unearned cash. **Ted North**, conducting a survey in the Midlands, reports on the heartening truth

Not surprisingly, older teenagers usually have more than younger ones and are also more likely to be earning money from part time jobs. Although, incidentally, we often make much of the dissatisfaction caused by differences of income between teenagers at work and at school, it is clear that part time jobs can cause equally startling contrasts of income between 16-year-olds sharing the same classroom. A sixth form common room, on the basis of this survey, may well encompass students with incomes ranging from two to twenty pounds a week. That they can cope with this at all emphasizes my opening point about the generally relaxed attitude of young people to money.

## Saving

Others have already given the perhaps surprising news that young people take their savings very seriously (for example Susie Fisher and Susan Holder in *Too Much Too Young*, Pan Books 1981). This group was no exception. Seventy 13- and 14-year-olds were asked directly about their savings. Between them they have shined away well over £3,000 pounds. This is not the whole story, though. Although almost every one of the 70 has some money saved, however little, £2,400 of the total amount has been put away by only 16 youngsters.

Most of the savings are in building societies or banks though one young person confessed to saving money, "in my porch because no-one looks there". Rarely are these long term savings intended for a specific item. The usual reason for saving

generally thought of as being heavily angled to the teenage market, are usually only mentioned as regular purchases by those with comparatively higher incomes. The common assumption is that records have priced themselves out of this market, but given the readiness to spend money on clothes - which are surely at least as expensive - I would guess that the answer has much more to do with local commercial radio and the ubiquitous radio-cassette recorder.

"Going out" is often mentioned, but the amounts of money involved are generally small. Under a pound for a disco ticket is about par for the course. At this level, bus fares may cost as much as the entertainment itself and are often mentioned as an obstacle to regular outings. Teenagers whose parents will taxi them about in cars obviously have a real hidden advantage here.

I commend, incidentally, to the attention of Soho restaurateurs, food writers and perusers of expense accounts this from one 15-year-old: "Eating out up town twice a week - approximately 60p."

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At last television has woken up to the idea of a young adult audience. Fourteen to twenty-one-year olds, though they make up 25 per cent of what is called the "available audience", have become the latest minority for whom things must be done. So during the last five years and particularly during the last two, the companies have been falling over themselves to make programmes for teenagers - or young adults or The Kids, depending on your standpoint. They have done research, assembled teams, created new departments.

# Box pop

### Frances Farrer on the broadcasters' moves to involve their newest audience

All this is the result of two Gulbenkian Reports and innumerable conferences on broadcasting and youth, which grew partly from a general concern about school leavers and partly from a realization that The Kids watch very little television. Traditionally, programme-makers saw them as a lost cause, a sort of large gang with its own sub-culture that excluded everything that could be associated with parents. Television was thought to be at the top of their reject-list.

Will television be able to woo them back, or even grab them back? There have been one or two notable failures among the attempts and some tentative steps towards success. Tyne Tees were highly praised for their drop-in programme *Check It Out*, while the BBC's *16 Up* was often good at blending unthreatening experts with pop music in a coffee bar atmosphere, and at getting the young people to talk.

Southern's *Going Out*, a six-part soap opera, was in some ways better. One of the things the young viewers often say is that they don't want to hear about unemployment, the police, drink and snuffing all the time, and *Going Out* somehow managed to include all these and maintain a moral stance without being stodgy.

Another frequent complaint from young people is that they feel patronized. The Young People's TV Group named Thames' early *White Light* programmes as being among the worst offenders. "As soon as a discussion starts getting somewhere, like maybe after

about five minutes, they stick in a pop song in case we get bored," said one young critic. "That's why we don't watch it."

But at last a solution for magazine-type programmes has been found. It is a format that combines access with technique: the content is decided by groups of young people and the presentation is done by professional television producers. The programmes come from different towns, and the series, from the BBC Community Programmes Unit, is called *Something Else*.

Two of the production team collect a group of about eight keen kids from the pubs, clubs and housing estates of a chosen town. The kids decide what they want in their programme and the team tell them how to produce it. Kids and team make the programme, team rough-edits, kids approve - or not. Kids, or so they tell us, have the last word. There is always music, usually from one locally and one nationally known band.

There have been two series so far, and another begins in April. Last autumn's output included programmes as diverse as the one from Woking which featured class, youth clubs, fanzines, and the lack of books published for young people, and the programme from the London-based Youth and Young Adult TV group which focussed entirely on divorce - from the point of view of the kids.

The presentation of the Woking Group's programme contrasted with that of the YATV. It had a lot of items, Pythonesque graphics,

collages, ticker-tape quotes across the screen, and more music. YATV were heavier on interviews and dramatic representation, lighter on music and visuals.

Woking's examination of class was quite good. The three teenage representatives of the three social classes - all boys - thought that language and education were the biggest determining factors and that class is inevitable. "They look at you as if they're the bosses already," said the working class apprentice of his contemporaries who are still at school.

The item on youth clubs called for more clubs and more autonomy for members. They noted that although less and less money is going into youth clubs provision, it costs £130 a week to keep a young offender in a detention centre. The implication that youth provision is palliative was direct.

Lastly, a bright young poet explained that she had written to nearly all the major publishing houses to ask why they didn't publish books for young people but had received only one reply, from Faber & Faber. She visited them with a camera crew and they admitted to being out of touch with some parts of the market. "The middle class child or adult is published for," they said disarmingly, "the rest, perhaps not". The audience was urged to write in. About 50 or 60 scripts arrived and Faber assembled an anthology which is currently in search of a celebrity to promote it.

Young Adult TV's divorce programme was closer to the style of *Open Door*, which is the

lynchpin of the Community Programmes Unit. There were a lot of interviews, faces straight to camera, documentary angst rather than concrete suggestion. YTV and YATV were the pressure groups that had formed to try to get young people's views across via the media. They joined forces for this *Something Else* programme which was their first attempt at making a full length programme.

The young people conveyed a lot about what they want from adults and as much about themselves. Broadly speaking, they want to be told what's going on, they want to be assured that disasters in their parents' relationships are not their fault (for being naughty, a common assumption among younger children), and they don't want to be bribed.

That they see more than adults want them to is a cliché. But the apparent self-possession of the young people on the programme coupled with their use of current adult psychological jargon - "insecurity", "father-figure" - very nearly disguised their real terrors. "Your imagination fills in too much", one said.

The implications of *Something Else's* access with professionalism combination for other special interest groups who are dissatisfied from general television provision could be very great. If young people can be enlisted to make programmes why not women, black people, children, as some media commentators have been advocating for years?

Oddy, the young people's programming experiences so far reveal that the old danger of falling into media clichés, is not past. Some for The Kids are already establishing forums and conventions. The new music-video information programmes such as *Oxford Road* show and *Riverside* have fashion and/or political, lasers, and laconic, occasionally amusing presenters. The access programmes are concerned, serious, and angry. To keep that, that way, producers will need constantly to re-assess their work, something which television has not previously been very good at.

Young Adult TV's divorce programme was closer to the style of *Open Door*, which is the

# Police watch

Nothing but the Truth - Television's images of the police. Institute of Contemporary Arts

A wonderful sense of energy seems to exude from the ICA at present, manifesting itself this month in an enormous film and television season. *Nothing but the Truth*. As well researched as anything it includes, it encompasses three overlapping themes: images of the police in fact and fiction; cinema vérité; and the works of Roger Graef, producer of the current BBC series, *Police* (itself in all three categories) and long-time exponent of vérité. Among other vérité films to be screened are Drew and Leacock's *Primary* (1960).

Rouch and Morin's *Chronique d'un été* (1961), an anthropological look at Parisians; the Mayes's *Crime shelter* (1970); Pennacoker's *The Energy War* (1975); and such long-forgotten examples of British television vérité as *Wedding on a Saturday* (1964). There are, in addition, four Flaherty films being shown under the aegis of the Children's Cinema.

The season offers us the chance to re-evaluate the methods of vérité (and a session with Graef on the making of *Police* is scheduled) and to consider how far either factual or fictional representations of the police are accurate or contribute to our notions of them and to their notions of themselves. John Wyver, the programmer, has spread his net wide, catching American feature films (*The Offence*, *The Onion Field*), documentaries (*Law and Order*, *The Police Tapes*), and television series as well.

Of indigenous fiction, *Dixon of Dock Green*, *Z Cars*, *The Sweeney*, and *Law and Order* may all be sampled. In the cosy Ealing milieu of *Dock Green* (fifties - early sixties) we see the kind of police we like to believe once existed, but there is little evidence of the programme's having any bearing on reality. Although by 1962, *Z Cars* was on the road, both giving representation of the British police a harder edge, and illustrating the constant provisional pull of television towards making fiction and documentary look as alike as possible, *Z Cars* (itself was beginning to appear soft and provincial by 1974 when independent television under the auspices of Euston Films, produced *Reginald*, a pilot film for *The Sweeney*).

Location shooting, the geography of London is itself part of the plot and the script; highly-attuned to London slang, give a feel of authenticity to a story of violence where police and criminal tactics do not differ substantially. An added dimension of realism is provided by subthemes concerning the organization of the police, inter-police conflicts, and the committee approach to policing versus the loner's. Whether *Reginald* is any closer to actuality than the earlier series, is not easily answered.



Douglas Fielding as P. C. Quilley on patrol in "Z Cars"

but it undoubtedly provides a convincing and disquieting picture of the police.

So do the factual accounts. At the time of writing, it is uncertain whether Broomfield will allow his *Juvenile Liaison* (1975) to be screened. As a piece of vérité, the work raises typical questions: who is playing to the camera, who perhaps, himself upon some fictional figure? In this particular film, about a formed in Lancashire to deal with child offenders, it must be asked if it was fair to let anyone into the homes of these (mostly) unquipped families, to see children being unzipped by the police and dubbed guilty without the right to appeal, their supposed offence being forever recorded on a kind of ex-officio police file. There are good reasons for not showing the film, though I don't understand them to be Broomfield's.

As with some of Graef's *Police* episodes, *Juvenile Liaison* provokes the suspicion that the police are not of high enough calibre for sensitive tasks. Their fictional counterparts match up rather better - but, then, it has to be said, Inspector Clouseau has not been found fit for inclusion.

Sue Lerman

# Road sweeping ragtime

If Primrose Hill Comprehensive School, on one of the Kings Norton, Birmingham housing estates, had taken its drama seriously on this occasion, I think they might have bored us. Jeremy James Taylor's *Tin Pan Al*, with ragtime music by David Nield after Rimsky-Korsakov, is neither subtle nor gripping, but as a light-hearted romp it still makes for a challenge to the performers and an entertaining evening.

Scheherazade (Deanna Taylor) tells the Sultan (Xenofas Andreas) the story of Ali Baba, but this Ali (Carl Thomas) is a road sweeper in 1920s Chicago. Mr Sesame, a janitor (Mark Evans), reveals the silver hidden in a warehouse, upon which Oscar Carooni, alias Sheikh Well and a Spanish waiter (Andrew Randle) and his gang try to muscle in on the loot.

Try as they did to snarl, these gangsters, half of them girls, came

across (as did the rest of the company) as beautiful people.

Michelle Bennett, playing Ali's girlfriend, has the makings of a bright star and it was good to see Joanne Duchesne and Stephen Dyson getting to grips so well with the humour of the Babu grandeur scene. With the first-act curtain scene, "punches with trash", the producer, Jan Platt, gave us with his on trolleys a real gem of a *Dixieland Rag*.

D. J. Hart

Young writers wishing to enter the W. H. Smith sponsored *Radio Play Competition* (announced in the 12/29.1.82) should note that the closing date is March 20. Full details from Catherine Bellow, Radio Play Competition, Watershed, 84, Station Croft, Bristol BS1 3QY (tel: Bristol (0272) 45008).

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Geoff Fox on what they choose to read

# Kiss and sell

Biggles schairs have too often overlooked the crucial occasion when the aviator succumbed to feminine charms. It is still World War One, for when he won World War Two, Biggles was about as old as Churchill:

"For a moment she resisted, and then slipped into his arms. 'Beegles - please.'"

"Marie," whispered Biggles, as their lips met. Then, his heart beating faster than archie or enemy aircraft had ever caused it to beat, he suddenly pushed her aside, rose to his feet and looked at the luminous dial of his watch. "Time I was getting back to quarters," he said unsteadily.

"But, Beegles, it is not yet so late." Biggles sat down, passed his hand over his face, and then laughed. "My own mag. was nearly shoring then," he said. "Well, they don't write 'em like that anymore. Male stereotype Biggles may have been, but he knew right from wrong. (And anyway, Marie was French.)"

It is, of course, easy to become foolishly stuffy about the moral impact of the popular literature of today, especially such magazines as *Jackie*, *Photo-Love*, *My Guy*, *Oh Boy!*, *Blue Jeans*, *Loving*, and *Love Affair* which assume a female readership, as a recent survey by Pauline Heather\* confirms. Teenagers themselves are usually clear about not taking these magazines too seriously and are often articulate about reading in different registers; there are young readers who can move from *Jackie* to *Jane Eyre* as readily as some adult readers turn from *Poldark* to *Prufrock*. We all need escape and, arguably, teenagers of the present need it more than most. The sad thing is that the escape offered is so tawdry, joyless and earthbound; the fantasy reforms, rather than illuminates, the reality.

For the most part, the escape route is pragmatically, even cynically, plotted by publishers sustaining a consumer society, limiting their scope to the pangs (very rarely the pleasures) of growing up. The correspondence columns, as ever, are a morass of acne, herpes, piles, obesity, premenstrual tension and public lice. One can only hope that the advice *Photo-Love* offered Karen of Nunatun helped her come to terms with her "horrible nose", for one of the resonant dicta of these magazines is "Accept Yourself for Who You Are" whilst every advertisement and fashion tip promises to turn your pumpkin into a coach.

The majority of the stories are photo-stories, and since they almost exclusively consist of dialogue, the photographs are limited to shots of the same two or three people talking to one another. Virtually all of the stories are about instant love, more or less required. Here it is possible to discern a development in recent years, especially in the likes of *Love Affair* and *Loving* (both published by IPC) which are presumably intended for the rather older reader. Heroines now slip between the sheets with overnight lovers more readily and make ecstatic (though not explicitly detailed) love at once, only to realize they have been cruelly used later. And there is more violence about. When schoolgirl Kate ("Target for Torment", *Love Affair*) knew that "part of me hated Charlie for being a vicious bully - and the other part fancied him like crazy", she little realized that protection racketeer Charlie would inadvertently murder poor Marie Burke, who suffered from the triple handicap of being well-to-do, intelligent and shy. The implicit theme of almost all the stories remains, depressingly, "Catch Your Man" (it



loved Dave immediately - he was famous, successful, rich... everything I wanted in a man.") The same is true of the advertisements ("Some clothes get a girl noticed"), advice columns and the ubiquitous quizzes. Most of the last come in the "Choose-one-of-three, Score-10-5-or-0, isn't-this-a-giggle, format. Take *My Guy's* "Have You Got The Gentle Touch?"

"You pass a fella in the street - and it's love at first sight! Do you -"

- (a) Get him in a half-nelson, and plant feverish kisses all over him?
- (b) Give him a shy smile - and hope he'll be attracted by your natural charm?
- (c) Remember just in time that love is blind? Yes, it's 10 for (b), 5 for (c) and if you picked (a) then "you're so over the top that living with you must be like having Mount Vesuvius taking up residence in the back bedroom!"

It is not that these magazines are actively malign like, say, the grotesque sadism of James Herbert's widely read novels. It is rather that they are so enervating - they lack, for example, all the energy of Robert Leeson's *Grange Hill* novels, so popular among rather younger readers.

Apart from featuring the odd girl who can fix a motorbike, the magazines choose to pretend that sexual politics and issues such as racism, international tensions and youth unemployment do not exist. The monthly *Kicks* is exceptional, however. It is still finding its way - January's issue is only the third. Among the usual frenetic poppy and frank letters about pimples on one's penis, there are articles entitled "Jobs v. Yops", "Two Weeks Solitary" (by a boy who spent time at a detention centre), "Coping with Alcoholic Parents" (centre), "Banned" (about media censorship of records) and "Why Bother?" (about a fruitless interview). It may be that in searching for a readership, *Kicks* is unfortunately widening the Them/Us divide, but its editorial stance certainly invites readers to be angry about the way the country is being run.

many Gothic novels, are interrupted... There may also be a touch of it in another American brand - the sub-sub-Tolkien fantasy - exemplified by the inflated language of *The Savage Sword of Conan the Barbarian* ("Sword and Sorcery at its Greatest!") now in its 51st episode. This introduction to our hero, extracted from *The Neomedian Chronicles*, suggests the flavour:

"Know, O Prince, that between the years when the oceans drank Atlantis and the gleaming cities, and the years of the rise of the sons of Arys, there was an Age undreamed of, when shining kingdoms lay spread across the world like blue mantles beneath the stars... Hither came Conan, the Cimmerian, black-haired, sullen-eyed, sword in hand, a thief, a reaver, a slayer, with gigantic melancholies and gigantic mirth, to tread the jeweled thrones of the Earth under his sandaled feet."

It's all a long way from Biggles. D. C. Thomson's of Dundee were once famous for such clear-eyed heroes as Cannonball Kidd, Rob Higson, the chaps up at Red Circle, and the immortal Wilson. Though they still produce the timeless *Dandy* and *Beano*, it seems that for older readers they now peddle only the likes of *Warlord* and *Jackie*.

Or so I thought until I came to *Buddy*, now completing its first year of publication. *Buddy* is definitely on the side of liberal decency. (Can there be a trend? The rise of *Eagle* from the ashes was recently announced, Dan Dare, The Mekon and all.) "Tud Turner, Star Athlete" for example, is about a black deaf-mute who is making good despite the fact that he had "got into trouble with the police and was sentenced to do community work" (an echo here, perhaps, of "Alf Tupper, The Tough of the Track" from Thomson's post-war *Rover?*). (It is worth noting in passing that those Thomsons now seem as arrogantly racist as the Victorian dreadfuls such as *Jack Harkaway Among the Malay Pirates*. Black characters were at best noble savages and/or fine athletes. It was 1950 before *The Wizard* dropped Spadger's Isle from their front cover, where Sam and Spadger called the natives "nigs" and the rubber-lipped denizens of the Isle greeted one another with cries of "Lah! sakes, an dat really yo', Sambo?")

The second story in *Buddy* was "Limp-Along Leslie" whose identical adventures as a crippled footballing shepherd I followed in *The Wizard* in 1951, although then there were almost 5,000 words to the episode with one illustration, whilst in 1982 the supposedly visually orientated reader is offered 500 words and 25 pictures, which makes characterization very difficult. It may be that current magazine and comic publishers have got it wrong in both their presentation and the literal-minded content of many stories; a class of second years who recently read some of my post-war Thomsons loved them - in no way deterred by the far-fetched fantasies and the mass of print. After all, creating our own pictures in the head is one of the basic pleasures of reading.

Even the stamp approvals in *Buddy* are offered by the same firms; and there were those marvellously useful facts along the tops of the pages - "The City of La Paz, Bolivia, sits at the top of an 11,800 foot mountain" or "Katsumi Suzuki of Japan skipped non-stop for 9 hours, 46 minutes". However, the shift to our own times was most clearly reflected in "Tom Smith's School-days". It is indeed *The Wizard's* "Smith of the Lower Third" reincarnated - "the boy from the backstreets of Ironborough who won a scholarship to Clay House at Lipstone Priory; one of the most famous public schools in England". Almost Forty Years On, Mr Gull is still Housemaster, and Clive Mitchell House Captain. But here's the crunch. In the post-war era, Mitchell was one touched by the Gods; now he talks in a parody of the public school manner ("Dashed poor show"), while Tom defiantly keeps his Ironborough patois ("You mean I ain't even down for the inter-house football game?" and "Them hairs will cut through Dobbin Spinney"). I was disconcerted when Tom despatched the school bully into the canal by nutting him in the stomach. Worse followed; running with a new boy, Adrian Appiah (black, n.b.), he takes an illegal short cut in the cross-country. "Is this not cheating?" queries his companion. "Only if we get found out," says Tom.

I was sorry he said that.

*J. Centre for Research on User Studies. Occasional Paper 6. Young people's readings. A study of the leisure reading of 13-15 year olds. University of Sheffield, 1981.*



# School of nod and hmm

**Love, Sex, Marriage and Divorce.** By Jonathan Gathorne-Hardy. Jonathan Cape £7.50. 0224 01602 4.

**Marriage, Faith and Love.** By Jack Dominian. Darton, Longman and Todd £7.50. 0 232 51548 4.

**Living Together.** By Marcel Berlins and Clare Dyer. Hamlyn £1.50. 0 600 20450 2.

Dr Dominian describes how he was once asked what gift he would give a newly married couple as their wedding present. He replied that he would give them his telephone number so that they could contact him if ever he could be of assistance to their marriage. This philanthropic, and, it must be added, inexpensive present is now available, at a price, even to those not graced with the acquaintance of the founder and director of the Marriage Research Centre. *Marriage, Faith and Love* is the equivalent of advice given over the phone by a well-meaning friend to a couple who have decided that they can no longer stand the sight of one another.

The secret of conversational advice to people in distress is, of course, to say the bare minimum and to maintain a strict non-interference policy. Like "A Doctor" you should nod and sympathize, letting the other person get it off his chest. Occasionally, to fill a silence, you can say, as Dr Dominian does in his book, "Self realization within marriage is a mutual process between the spouses and requires patience, effort and sacrifice" or "Normally a couple are likely to have similar intellectual and spiritual goals. When these very markedly then marital breakdown is a distinct possibility" or even "If in fact money becomes a major topic of contention, it can have deep and lasting effects", but anything more incisive may betray a bias, may not be what the poor wretch wants to hear.

Dr Dominian seems to be very much a practitioner of this nod and hmm school, and no doubt he is a marvellous listener. But with only his side of the telephone call in the pages of his book, the verbalized nod is hopelessly general, unenlightening and very, very boring. Though one might have expected the woolly psychomelic Christianity and the purposeless self-obsession of psychiatry to have cancelled each other out, leaving something forceful and useful, quite the opposite has

happened: these two aspects of Dr Dominian's beliefs have united to form a committee of common sense, of sense so common that it is applicable to everything, and to nothing. There is no contradiction between Christianity and psychiatry - indeed the suspicion the practitioners of each hold for those of the other is absurd and irritating - but to extract the worldly pessimism from them both, allowing only a bland mish-mash of reconciliation and warmth to remain, constitutes good nodding but poor thought. Which is not to say that this book couldn't rescue some marriages from the rocks.

Though most of Dr Dominian's statements are irrefutable, his use of biblical quotation to justify his amiable viewpoints is extremely selective, proving that even a liberal can quote from scripture, and some of his facts are dodgy, particularly his idea that Catholics must not ignore the teachings of their church "unless they have seriously considered the matter and reached alternative conclusions in their conscience. Such de-liberation is not common..." The implication that, in the final analysis the church leaves it up to the individual is bogus, as, in my experience, is the idea that deliberation is not common.

Ignoring Dominian's "Faith" and adding in "Sex" and "Divorce", Jonathan Gathorne-Hardy's title at first appears to be a joke, and then seems ironic, as if the sprawl of the title conceals a neat and perfectly-orchestrated thesis. But *Love, Sex, Marriage and Divorce* is neither neat nor funny. This was not the author's intention. Though the book has impulse - the collapse of Gathorne-Hardy's marriage and the collapse of a subsequent affair - its intention changes with each page: now it is a history, now it is a sociological survey, now it rants, now it advises. "What" asks Gathorne-Hardy at the beginning of the book, "was I doing to myself, what was being done to me? What was happening to marriage, and why? Was it breaking down, and, if it was, would society break down as well? What in fact were we as a society doing to ourselves?" After 300 pages comes a sort of conclusion: "it is quite simply not possible to grasp the significance of what is happening unless it is appreciated that some vast reorganization of the modern psyche is actually in progress and that what we have been exploring is one of the most important and revealing man-

ifestations of this great change". A frequent criticism of reviewers is that they dislike books that defy categorization, that they cannot come to terms with a book that experiments with genre; Gathorne-Hardy's book has suffered this fate in its reviews, but, I think, with justification. What Gathorne-Hardy would describe as a broad spectrum, I would term butterfly-minded, and, more importantly, what he would describe as a survey I would describe as a formalized outburst. He produces figures galore: 700,000 people were relying on coitus interruptus as a contraceptive in England in 1978, in 1970, 26 per cent of men and 63 per cent of women were virgins at marriage, a survey of 1,163 elderly Danish men showed that 12 per cent of those 86 to 90 were sexually active, that three per cent of the over 90s had made love in the last year and 23 per cent of the over 90s masturbated, that in the 35 to 39 age group, 73 per cent of strongly religious women were orgasmic all the time while only 61 per cent of non-religious women were orgasmic all the time. Each new figure fizzles brightly and disappears, and immediately a new one takes its place. What do they prove? That people are odder and a bit more sexy than we had imagined them to be, but nothing as panoramic as a "reorganization of the modern psyche".

One feels mean at criticizing such a dutifully researched, such an impassioned book, but then its very passion is its undoing: the idiosyncrasy of its author's preconceptions ("The essence of all life - its task - is to survive and adapt and that means experiment...") and the hurt he has obviously suffered, bar him from the detached world view for which he so earnestly strives. Conversely, a series of iconoclastic essays is smothered by the need to appear scientific. Mr Gathorne-Hardy would, one feels, be better suited as penitent than priest.

*Living Together*, by two lawyers is written around the notion that "Arranging the logistics of your life together methodically and carefully can reduce the scope for the sorts of misunderstandings that can kill romance". Dr Dominian's statement made flesh by straightforward legal advice, marred slightly by an excess of Geoffrey and Louise's starring in rather fluffy case-histories.

# Money talks

**Inside the Treasury.** By Joel Barnett. André Deutsch 18.95. 0 233 0794X.

After a brief introduction (birth to government office in 11 pages) this volume records Joel Barnett's experiences as Chief Secretary to the Treasury from 1974 to 1979. It is a fascinating, enjoyable, and well-written book. The years he was in office were the years in which the post-war generation of economic policy-makers - or at any rate some of them - started to come to grips with reality. Joel Barnett was certainly one of the first to do so and, by his account, one of the most persistent in trying to make his colleagues see through their illusions.

Three particular illusions seem to have given him recurring trouble with his colleagues, and indeed seem to persist now. First is concern with "deindustrialization". As he points out in several places, and with mounting impatience that emerges in print and must have been even stronger at the time, it does not make much sense to attempt to keep a prosperous industrial sector of an economy by taxing profitable firms, and pouring the money into inevitably doomed ventures. Yet to do so was the policy recommendation of some of his government colleagues.

A second insight Joel Barnett plainly gained before many of his colleagues is that Britain has become more generally prosperous than in the inter-war years, and that there is little reason to provide blanket subsidies to whoever chooses to con-sume some particular good. It is much more cost effective to provide

money to those suffering and also much less expensive if you avoid the inflation they are incapable of financing their own spending decisions.

Third was recognition that government spending could not be a much faster rate of output of the economy than it was. Despite the inclusion of all before Joel Barnett came (which had been partly and partly the result of optimistic forecasts of the economy) even those low earnings were paying the amounts of tax, including tax.

The struggles to limit this process are the subject of the book. There comes another time. Why is it on such a short term, often a year-by-year, basis? It is to work on a play while sitting in a leak, and that "allowing them to move about" does not mean automa-tion mayhem and an end to academic excellence. Equally well it shows that his spending more effectively as is hinted in the book would be a different book, and one already written by someone else.

This is an excellent book, and one who was plainly a difficult time. It will be of interest to political scientists, economists, and indeed to all who have an interest in UK economic policy-making.

Geoffrey E.



Seventy years of changing fashion in swimwear, from complete topless freedom, are shown in *Swimwear in Vogue* (by Caroline Thomas and Hudson £4.95.) a pictorial and descriptive account of fashions for the beach. This picture shows a 1918 black silk swimsuit, popular for protection against unwanted sunburn.

# Remember November

**The Russian Revolution.** By L. Hartley Evans £1.10 (0 237 29261 0) Russia 1900-1953. Edited by Tony Howarth Longman Resource Unit. Five unit sets, £4.00, 15 units, 65p. each; 30 units, 55p. each.

"Sitting quietly in the Smolny Institute the whole evening there had been an inconspicuous, shabbily dressed, young man. Now he suddenly got to his feet, threw away the handkerchief that had been mysteriously hiding his face, and strode towards the platform. There was thunderous applause and cheering as the crowd realized that the young man was Lenin himself."

Whether you regard it as dirty work at the crossroads of history or the revolutionary triumph that shook and shaped our world, what happened in Petrograd on or about the night of November 7, 1917, matters. Hardly fail to enthral and enlighten. These books succeed admirably. *The Russian Revolution* is attractively produced in Evans' "Knowing" format: clear text, useful illustrations in double-page spreads, with easy comprehension or thought-provoking questions. The focus is on

Craig Brown

# Lingo

Admirably as early as the reign of Edward III (1327-77) which contained a code of rates for the government of the Navy. The term's unfavourable connotations were not picked up till Henry VIII's reign. His commissioners, like all officials before them, used black books to record the scandalous abuses they found in the monasteries. The dissolution, of course, followed hard upon these reports as we all know. From then on, in the popular mind at least, it obviously didn't do to appear in an official black book.

"Blackmail" is an equally interesting term, because it is first recorded as early as 1552, which suggests it was already a long and well-established practice. "Mail" had long been a name for rent or tribute. "Blackmail" was in essence a form of protection from plunder exacted from small farmers by freebooting border chiefs. "Black" might either mean that such tribute was not legitimate or that it was paid in coin and silver, therefore was "shining" and white, since, strange as it may seem, this is an early meaning of "black".

In fact, it is hard to tell in Middle English whether "black" or "black" mean "dark" or "pale, colourless, wan". In Anglo-Saxon there are two spellings: "black" comes from the Old English "blac", "black" from the Old English "bleac". "bleac" is derived and the short vowel "blac" meaning dark. "Black" (as in: to blacken someone's

character) derives from Anglo-Saxon "blæcon" which meant "to scorch or burn". This is how the Black Isle - that area in Scotland which is neither black nor island - got its name. It was burnt by the Vikings in the days when like the rest of the British Isles it would have been covered in forest. Charred timber is of course "black" in colour. Such associations probably helped to oust "swart" the other Anglo-Saxon word for black which is preserved only in modern English "swarty", though it has been retained in other Teutonic languages as in the German "schwarz".

This brings us to "blackguard", a word with strong moral overtones. Its origin is shrouded in mystery but it is as a neutral descriptive term it is twofold. In the seventeenth century torch-bearers at a funeral and link boys were often referred to as the "black guard". Whether black referred to the mourning colours or to the shining torches is impossible to determine. It is also on record in 1555 that menial scullery lads of a royal or noble household whose job it was to look after the pots, pans and other kitchen utensils, especially on journeys from one residence to another, were also called "the black guard", with the emphasis ironically in the term, came to be applied to others doing similarly dirty work. In the eighteenth century the word "black" was associated with "moral inferiority" in the working class, therefore, who should resent "blackguard" as a term of abuse.

Linda Hall

# From desk to boards

## David Self on playscripts

Once upon a time a teacher's guide to creative approaches to playscripts might have seemed either unnecessary or a contradiction in terms. Certainly there were (and may be there still are) those who believe that all you need to do with a play is to distribute the parts around the class (so as to cause maximum embarrassment while reserving the best one for yourself) and then to read it aloud. More recently there have been (and may be there still are) those who feel that any work on a script is merely the "re-creation" of another's ideas and therefore inferior to original "creative" drama.

Both extremes will find much food for thought in Alan England's *Drama* (Cambridge University Press). It shows quite simply and reassuringly that it is unnatural to work on a play while sitting in a leak, and that "allowing them to move about" does not mean automa-tion mayhem and an end to academic excellence. Equally well it shows that his spending more effectively as is hinted in the book would be a different book, and one already written by someone else.

This is an excellent book, and one who was plainly a difficult time. It will be of interest to political scientists, economists, and indeed to all who have an interest in UK economic policy-making.

Geoffrey E.

weary new series. Methuen Student Editions. These are reprints of "classical" plays, with introductions by Patricia Hearn and notes by Glenda Leeming, published by Methuen at £1.75 each. Despite the inclusion of a few production photographs, the first two titles, Wilde's *The Importance of Being Earnest* and Pinter's *The Birthday Party*, succeed in reducing the plays to mere exam fodder (and that is not to serve the needs of struggling students). There are however useful sections on "Pinteresque" and "The Comedy of Menace" in the latter title, but the explanations of Wilde's epigrams are simply sad. There is some humour in the backnotes ("intended to serve the needs of overseas students") where, for example Basingstoke is glossed as "a large, nondescript English town with a slightly comic name". But does anyone studying these plays need to be given explanations of phrases like "booze up" and "take a seat"?

Much more valuable (and more handsome) is the new edition of Wilde's *Lady Windermere's Fan*, edited by Ian Small for Benn's New Mermaids series (£2.95). The scholarly introduction never forgets it is discussing a work designed for the stage and it never murders the wit by dissection.

Meanwhile, the publication of unadorned playscripts continues unabated. Methuen's series of *Modern Plays* with its distinguished blue covers has been expanded to include more of the complete works of Brecht. Recent additions include his first two plays to be staged, *Drums in the Night* and *In the Jungle of Chile* (£2.25 each); and also *The Resistible Rise of Arturo Ui* (£2.50). This sharp and witty parable about the rise of Hitler, with Hitler re-cast as a small-time Chicago gangster, was enormously successful when Leonard Rossiter played the lead in the West End production, and deserves consideration both as a possible A level set text and as a school or college production.

The same series also now includes recent plays by Edward Bond (*A-A America and Stone*, together in one volume, £2.75; and *The World*, £2.95); two of David Rudkin's disturbing yet strangely beautiful epics, *The Sons of Light* (£2.95) and *Triumph of Death* (£2.50); Barrie

Keeffe's ribald romp, *A Mad World, My Masters* (£2.25) and an Anglo-Irish melodrama by Margareta O'Aray and John Arden, *Vandaleur's Folly* (£2.95) which comes complete with a melodramatic (not to say hysterical) preface by the authors. Finally from Methuen, but in their New TheatreScripts series, are three plays in one volume by the Trinidadian writer, Mustapha Matura: *Nice, Ruman*, *Coca Cola* and *Welcome Home Jacko* (£1.75), black comedies in every sense.

While any or all of the above may one day achieve the distinction (or suffer the indignity) of appearing in educational editions, a number of merits have appeared recently which merit immediate entry into schools and colleges. *True West* by Sam Shepard (Faber, £2.95) was presented recently at the National Theatre; it is a hilarious picture of the Californian dream and the Hollywood myth, besides being brilliant drama, it deserves a place in any media studies course. So too does *Soundscape*, a compilation by Alfred Bradley of 15 minute radio plays from the late-lamented Just Before Midnight slot on BBC Radio 4 (Blackie, £2.95). It's also a collection admirably suited to creative use in the classroom, especially in general English courses with sixth formers and others.

"A play for people of all ages from eight years onwards" and one which might well be produced as a school play by both primary and secondary schools (and how many plays can you say that about?) is *Stronger than Superman* by Roy Kift (Amber Lane Press, £2.25). It can be guaranteed to improve attitudes to the handicapped and it is very, very funny.

Finally, two volumes for those who think that after all the desk is the proper place for what to work on a play. *Kith and Kin* by David Walker (Edward Arnold, £1.35) is a series of episodes "for use in... Social Studies and Pastoral Care classes" which makes *Crossroads* look like poetry; and *Power Plays* by Paul Francis (Edward Arnold, £1.95) Paul Francis (Edward Arnold, £1.95) explores various aspects of power for 12 to 16 year olds. A sub-title suggests they are "five plays to read and perform". They are certainly plays to read.

# Play time fun

**Studio Scripts.** Edited by David Self. Working £1.50. 0 09 141071 1

**Communities** £1.50. 0 09 8425115

**Love and Marriage** £1.75. 009 144521 3

**Power** £1.95. 0 09 146771 3

**Situation Comedy** £1.75. 009 142931 5

Hutchinson

**Winning Through.** By Marianne Cook. Edward Arnold £1.40. 0 731 0527 5

The 13 to 15 age range is always a problem for any drama teacher. There is plenty of good script material for the first two years of the comprehensive school, and in the sixth form you can do anything with academic, motivated young people. But the middle years of adolescence present considerable difficulties. Pupils are self-conscious and often unwilling to cooperate, just at the time when drama can help them most. And the teaching material available is not always pitched at the right level.

One way to reach them is through television. "Studio Scripts" is a thematic anthology of radio and television plays which will be equally useful in the classroom and the drama studio. Not surprisingly, the most successful plays are the ones written specifically for an adolescent audience. *Communities* is a collection of scripts originally broadcast by ILEA television and they all work well. *Hush* by Gavin Blakeney is a stark account of the problems faced by a young couple with a severely handicapped child, and *The Blind Eye* raises the question of honesty. But the moral issues are always implicit and never obtrusive; the plays stand by themselves and pupils will enjoy doing them.

*Winning Through* is aimed at a slightly younger age group. It is a collection of five scripted improvisations, jumping off points for group work, and deals with over-protective and indulgent parents, ambition, and theft. Each play is followed by possible developments and suggestions for other stories. "Less sophisticated and literary than 'Studio Scripts', it is still a useful addition to the drama library.

J. I. Stuart

# The Primary Language Project

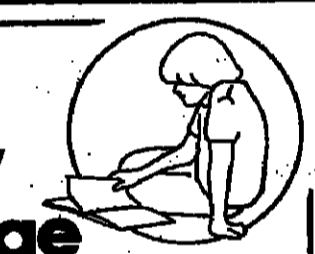
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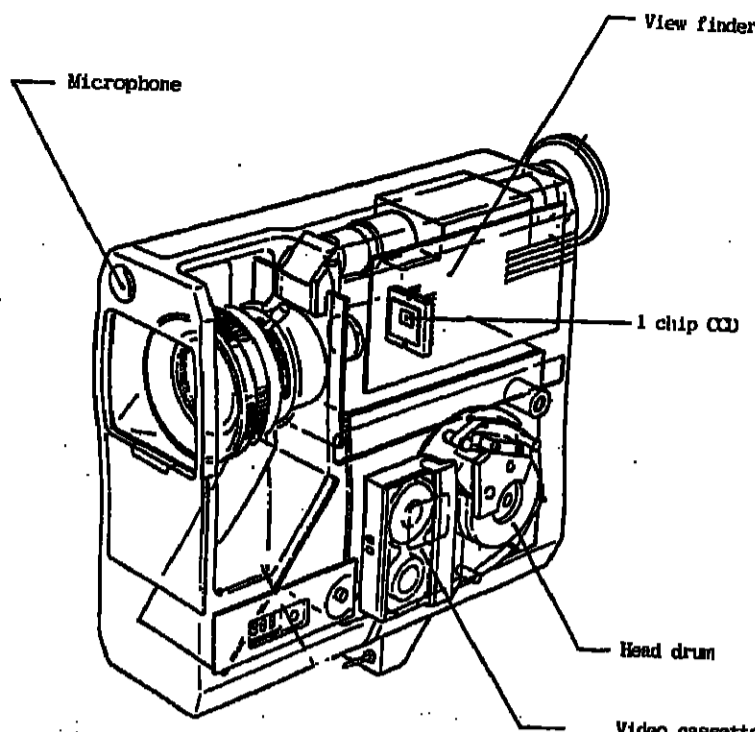
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# Video breakthrough

Barry Fox on a major step towards standardization



An artist's impression of what the new machine will look like

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BRITISH GAS

In late January, five of the world's most influential electronics manufacturers, Philips of Holland, and Hitachi, JVC, Matsushita and Sony of Japan agreed on a policy which will change the course of video history.

The video marketplace has been bedevilled by an absurd lack of standardization, even between systems which use the same width (half inch or 12.5mm) tape. Three domestic video formats (Philips N1500, Philips N1700 and Grundig SVR) are now obsolete. Others, like Matsushita's VX cassette, failed before they were even launched here. Currently there are three systems, VHS, Beta and V2000, which all use half inch tape but which are wholly incompatible.

Similar chaos can be anticipated in the videodisc marketplace. Two videodisc formats, Philips LaserVision and JVC-Thorn-EMI's VIII will be launched some time this year. The third system, RCA's Selectavision, is already on sale in the US and may be launched in Europe. All three disc systems are wholly incompatible.

For a while it looked as if there would be a similar nonsense in the new field of portable video. Although "portable" machines are already available in VHS and Beta formats, the technology of these systems and the size of their cassettes, has made it impossible to build a truly lightweight and portable video recorder. "Transportable" is a better word to describe the supposedly portable systems currently on offer.

Both JVC and Sony are known to have developed miniature versions of their VHS and Beta cassettes. These would be used in scaled down portable recorders, and then replayed in conventional VHS and Beta machines, with the mini cassette loaded into a carrier to bring it up to the same physical size as a conventional VHS or Beta cassette. But even this approach is only a stop gap, because the tape must still be half an inch wide and the video head drum must be of standard size.

True portability calls for smaller mechanics and a smaller cassette loaded with narrower gauge tape. Although the V2000-format records on only half the width of tape for each pass, thus making it effectively a quarter inch system, the cassette and the machine mechanics are still designed to handle half inch or 12.5mm tape.

In recent years there have been several proposals for portable video, but they were all for incompatible systems. The recent agreement, however, has virtually ensured that a common single standard for portable video will emerge over the next few years, and it seems likely that this common standard will subsequently be adopted for domestic machines, and eventually take over from VHS, Beta and V2000. Nevertheless these current formats have an assured future of at least five years. To understand the full significance of the recent agreement, it is necessary to look at the formats already proposed for narrow gauge video.

"Health for All by the Year 2000" was launched as a target by the World Health Organisation earlier this year. As a result a number of posters, leaflets and information sheets on aspects of health in the developing world are available through the United Nations Association (3 Whitehall Court, London SW1).

There are large photographic sheets with information on water and health and glossy reprints of any of the photographs can be ordered free from WHO (Division of Public Information, 1211, Geneva 27, Switzerland).

The United Nations Association itself publishes numerous fact sheets on the developing countries. International agencies like the UN and the World Bank, and topics such as "The Energy Crisis" and "Population and Food". They use a similarly varied selection of pamphlets, full details, including prices, appear on a free publication sheet.

One new format is already a commercial reality. This is the CVC. Technicolor system, made by Funai of Japan which relies on quarter inch or 6.25mm tape loaded into a cassette similar in size to a conventional audio cassette. CVC machines are already on sale in Japan and America and have often been promised for the British and European market, though they are not yet in the shops. There is also a prospective problem over compatibility which will need sorting out before the system can take off commercially.

When Funai first showed a European (PAL format) CVC machine to the press in London in May 1981, the tape speed was said to be 3.7cm a second, the same as for America. When Gintung of Germany demonstrated its own version of the CVC machine at the Berlin Radio Show in August 1981, the tape speed was said to be 2.25cm a second. Now Sulkin, the British firm which promises to import Technicolor-Funai CVC will be 3.7cm a second! There is also confusion over the maximum playing time for each cassette. Estimates vary from 30 minutes to 60 minutes.

The major Japanese electronics firm have eschewed the Funai CVC approach which uses a separate recorder and camera, and aimed for a very small video recorder built into a video camera. Sony was first with Video Movie, in July 1981. This uses 8mm tape running at 2cm per second in a tiny cassette, similar in size to a micro audio-cassette, as used for dictation. The maximum playing time for a Video Movie cassette is 20 minutes, with 40 minutes claimed as possible.

Next came Hitachi, who in September 1980 showed a similar combined camera and recorder system which uses 6.25mm tape in a cassette twice the size of Sony's. This enabled Hitachi to offer two hours playing time per cassette.

A year ago Matsushita (makers of National Panasonic equipment) demonstrated Micro Video, which uses a cassette almost exactly the same size as a conventional audio-cassette. But the Matsushita Micro Video cassette houses a new type of tape developed by Matsushita for micro audio dictation.

For Micro Video, a very thin coating of magnetic metal is vacuum deposited on a 7mm plastic base to give a very light and thin tape. A long length of tape can be packed in the audio size cassette to give several hours of video playing time. First on the scene came Sanyo, who last August showed a prototype combined camera and recorder system which is similar to Sony's Video Movie but incompatible with it.

Talks between the companies have been going on for a year now, and last month Hitachi, Matsushita and Sony announced that they had agreed on a common format. Philips was also party to the agreement, along with JVC who may have dropped their plans for a miniaturized version of the VHS cassette. Grundig has

also pledged all allegiance to the format. Sanyo has said that the agreed weight of the signature agreement already ensures a standard format will become a reality. So what exactly is the format, and what will it ultimately have been trying to achieve? It is clear that it is based on a cassette system, 1.4cm, loaded with tape (rather than 7mm as has been generally proposed). The 8mm is purely commercial. The CVC already thinks of 8mm as a half inch and shoot film format so that they will easily start thinking of video medium.

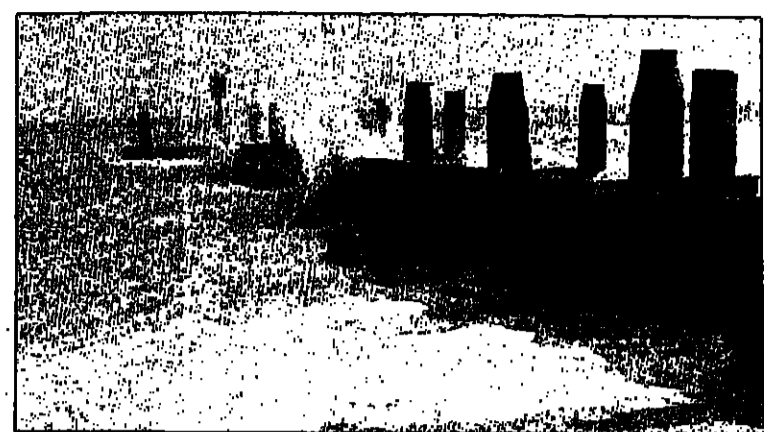
The parties to the agreement have been trying to confuse the issue of playing time. Formal statements refer to "hour playing time" for each but the Matsushita prototype offers two hours, even with a narrower tape. The new 8mm format, can easily offer two hours of time, and eventually at least hours as currently offered by VHS, Beta and V2000. The advantages of "small" standardization, it is estimated, will eventually be a standard for all domestic machines. This will not be for many years. There are very real technical problems in mass-producing machines which use the new magnetic tracks on the tape. Only 16 microns wide, or the quarter width of a standard track.

This probably explains the absence of Philips in the agreement, since it was Philips who developed the new servo control, called Dynamic Tracking or DTF, to keep the heads of a V2000 format aligned with its 23 magnetic tracks. The new 8mm format will need DTF to make a success of it.

The new and old formats do co-exist for many years. To edit videotape is to cross-cut from one machine to another, so it will make sense for homes, and schools, to buy mini-format machines in addition to their existing half-inch format equipment and simply edit between them.

Perhaps significantly Hitachi only signatory to the agreement that has made no effort to do anything to the existing half-inch format. Hitachi is the only manufacturer of VHS machines who has not to a developer, but has lent to Sanyo.

Prototype 8mm machines probably be demonstrated by the end of the year. Though only promised for the shops before Christmas, prices are also uncertain. Current estimates are around £300 for a mini-format video recorder combination (at list prices).



Picture number five of The World About Us pack one shows the force of water against a fixed object. The pack is designed to show simple scientific ideas in a way that makes them accessible to primary and middle school pupils for discussion. The pack was prepared by Philip Sauvain and is published by Macmillan Education, Houndmills Estate, Basingstoke, Hants.

## Life in Bangladesh

by Nick Thomas

**Looking After Ourselves**  
A three-pack set on community, environment and health in Bangladesh. Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ. Banbury Core pack, £4.95 plus 99p postage. Environment Pack and Health Pack, £2.50 each plus 50p postage.

**Looking After Ourselves** is a set of three packs for upper junior classes, looking at the lives of a family in Bangladesh. The core pack introduces the Gayen family and their village environment and the basic themes of family care: how the family unit supports and maintains itself. The two further packs look at the areas of Environment and Health.

In each case the main format is a set of information sheets with large photographs on one side and context and work suggestions on the other. In the Health pack, for example, these sheets cover areas like Family Planning, Keeping Clean, Lavatories, Accidents, Children's Health, Paramedics. Each sheet teaches a few basic Bengali words, and also about a flexible and exciting approach to teaching in which education is a project shared by teacher and pupils.

There is a good year's work here, if the possibilities of the work suggestions are fully utilised. The Children's Health sheet, for example, suggests finding out as much as possible about measles - listing the common complaints of children in one's own area - painting a picture of a village; a floppy record with two Bangladeshi songs; a wall-chart (there is a different one of these in each pack); and an excellent and extensive teacher's book.

It is clear from the teacher's book that the set has several interlocking objectives; perhaps the least impor-

tant of these is to convey factual information about Bangladesh, although this is well and interestingly done.

Beyond this the set aims to develop analytic and imaginative skills in the class; to stimulate a sense of cultural relativism, of the different ways in which the human community carries out the same basic functions; and, perhaps above all, to act as a resource point for parallel investigation of the same themes in British society, using the children's own experience as its raw material.

All of these goals seem to be brilliantly achieved. The teacher's book clearly aims to educate the teachers themselves about Bangladeshi culture, but also about a flexible and exciting approach to teaching in which education is a project shared by teacher and pupils.

There is a good year's work here, if the possibilities of the work suggestions are fully utilised. The Children's Health sheet, for example, suggests finding out as much as possible about measles - listing the common complaints of children in one's own area - painting a picture of a village; a floppy record with two Bangladeshi songs; a wall-chart (there is a different one of these in each pack); and an excellent and extensive teacher's book.

It is clear from the teacher's book that the set has several interlocking objectives; perhaps the least impor-

## Games with happy fish

by Betty Root

**Phonic Fish**  
by Dawn Cohen  
Cambridge University Press. £1.50 each

These booklets can be cut up by the teacher to make six packs of cards. The rules of play for each pack are the same, and the cards are identified by a black and white dish drawing on the reverse side. Each pack is concerned with particular phonic patterns.

Pack One deals with the word endings ap, ik, un, etc. Pack two shows medial vowels in three lettered words. Pack three continues word endings with nd, mp, li, nch, and so on, pack four contains the consonant digraphs such as cr, pl, sp and fl. Pack five has word endings like ake, ame, ope and use. Pack six shows mixtures: ar as in car, y as in sky. It is assumed that children already know all the initial sounds and some blends and digraphs.

The main purpose of each game is for children to collect sets of four words with a common phonic pattern, and this is done by a process similar to that of "Happy Families". The phonic pattern to be identified is printed in red in five of the packs of cards though mysteriously it appears in black in page two. Children take it in turns to ask other players for a particular card - "Have you got a word to go with farm?" - it is assumed that if the player has *car* or *star* or *yard* he or she will know that these go with *farm*.

It is suggested that if the player being asked is not certain which sound pattern is involved just by hearing the word (very probable) then the asker should spell the red part of the word (a - r). It is not explained how this helps the player learn the sound made by "a" and "r" together.

Playing the game in this way also assumes that the children can actually read all the words in the packs of cards. How else can they ask the question? Looking at the list of words and remembering that they are read in isolation, it does seem feasible that if children have mastered f, u, j, e, t, r, i, p, e, f, e, l, b, a, l, d, t, r, a, d, e etc it is unlikely that they need to play *Phonic Fish*.

Of course reading games are enjoyable, and undoubtedly they help many easily distracted children to concentrate. Even so, games should encourage learning and the mastery of new skills. If this can be achieved without the constant supervision of an adult it is more likely to be seen to be useful by busy teachers.

Teachers who are familiar with *Phonic Runny Cards*, which have been widely used in this country for many years, will recognize the similarity between these and *Phonic Fish*. Others who are looking for further phonic games to add to their existing resources may find these six packs of cards useful. On the other hand, since no artwork is involved, it is very possible that teachers will prefer to spend 20p on packs of postcards to make their own.

## Programme for graded objectives

Brian Hill considers fresh potential for language broadcasting

Last year some 60 groups of teachers from all over Britain were recorded as being involved in the development of graded objectives syllabuses and 150,000 pupils sat exams which emerged from these deliberations. My intention here is not to rehearse the arguments for and against graded objectives in modern language (GOML), but to suggest that the movement has opened up exciting possibilities for the use of broadcasts, which have yet to be appreciated by many GOML supporters; possibilities, incidentally, which are equally relevant to adversarial of the new tests.

Last year's carefully evaluated Schools Council report on graded objectives testing shows clearly what can be gained. Over 1,400 pupils from schools in York and Leeds were involved. "At the end of the year the experimental pupils (those following a course based on graded objectives and tests) showed very much better attitudes than the control pupils towards the learning of French... Significantly more experimental pupils expressed an intention to continue with French the following year."

Language teachers are being asked to change their curricula to reflect real communicative needs, but the methodology is being based on the same artificial instruments as before. As the CLIL document notes: "A lack of proper awareness that a communicative syllabus does imply a communicative way of teaching can lead to an exacerbation of the 'language-like behaviour' problem. The reason for this situation is probably that too much is demanded of teachers. They are given lists of courses which 'might be useful', but precisely how they 'use' them is left to their discretion. Since most schemes recommend an eclectic approach to have studied as many as 20 different, often complex courses, to have assimilated the information and to have decided which parts are relevant. They then have to arrange to purchase those courses and to adapt them to the needs of the five or six groups being taught."

### Iconoclastic

There are many attractive, iconoclastic aspects to the GOML proposals. Examinations (or tests) can be genuinely behavioural; they can give credit to oral proficiency and be related to the short-term communication needs of both less-able and more gifted learners. A suggestion from the GOML camp is that these tests can be given to adults as well as to children and that a student continues to extend the FL profile he or she acquires at school.

The Graded Objectives Syllabuses, even though they come from many different working groups, have several common features. They stress the importance of communicative situations; the development of listening and spoken skills and the themes adopted are those with which English people might realistically identify during any visit to a foreign country. A word which constantly occurs in articles about communicative materials is "authentic".

### asking the way

Any description of the essentials of existing radio and television series would use the same phrases. What better examples could be found of genuine communicative situations than "Asking the Way" or of such carefully selected listening tasks as "Ines auf der Post" in *Treffpunkt Deutschland*?

The exercises linked to *Dés le Début* are specifically designed to get pupils talking; programmes such as "Qu'est-ce qu'on dit?" in *La France aujour'hui* present typical survival situations and "Nachrichten und Neuigkeiten" from *Da sind wir wieder* picks up the issues affecting German people at the time the broadcast goes out. Functional series such as *Ensemble* and *Konkiste* are just as useful in schools as they are in further education colleges and *The Journal* and *Heute Direkt* are surely as close to "authentic" material as you can get.

There are, this year, no fewer than 30 language series being broadcast on radio and television most of which fulfil the sort of criteria set out by GOMLS groups. Research into why teachers do not use broadcasts frequently reinforces the view (in my opinion quite false) that exam pressures are too great and that there is no time for "fringe" media activities.

For those involved in GOMLS there can surely be no such excuse.

They are largely liberated from the rigid external pressures of exams. The existence of such a comprehensive resource bank of materials based on the spoken language should be central to their planning.

Yet all the evidence suggests that GOMLS adherents are no more likely to make use of broadcasts than are their more "traditional" colleagues. A survey shows that flash cards and printed resource kits are still the most common "audio-visual" aids. Few teachers are putting the theory of the need to expose their students to authentic listening material into practice.

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### parallel effort

Working groups responsible for developing the syllabuses should spend more time on the materials and methodology. The West Sussex group, for instance, has issued sheets linking their subject topics to particular broadcasts of specific series. This sort of support should be increased and made available at national level.

York University's Language Centre has been working with ITV on the production of parallel television programmes to their *Action* course and BBC's *Dés le Début* owes a lot to the Oxfordshire scheme. It would be cheering to think that those involved in planning future radio and television output would ensure that there is no overlap with what other branches of the media produce.

There is also a clear responsibility on the broadcasters to ensure that their programmes are labelled well enough for GOMLS teachers to know which parts of which programme are relevant to their purposes. Functions and notions are no more likely to disappear than verbs and adjectives and a clear cross-referencing and cataloguing system should be devised which takes agreed communicative needs and shows where appropriate material can be located.

### sub-titling

A system of sub-titling and description could be agreed among all the various departments - schools, CE, TV, radio, ITV and BBC - for all future series. This would not restrict the freedom of producers to create different styles, but would mean that a GOMLS description is added to any other that may have been used.

If the GOMLS movement is not to become another transient bandwagon it is essential that the charge that it lacks a coherent methodology be successfully countered. An important element in this is ensuring that the unique potential of broadcasts to provide the core material is realized.

## Briefings

Radio and tv  
For schools

*Third World Enterprise* (Tuesday, 10.00 VHF4)

A new series examining developments in factories, villages and schools in India, Bangladesh and Tanzania. "Amul Dairy" shows 10 to 14 year olds how children are involved in the village co-operative.

*The French Programme* (Tuesday, 11.39 ITV)

"Réalités Françaises" is a group of illustrated interviews filmed in France for use with sixth forms in the development of oral comprehension. Transcripts available from Thames TV.

*History: Not So Long Ago* (Tuesday, 14.00 VHF4)

The rest of the term is devoted to "The Twenties and Thirties". This programme gives nine to twelve year olds a radiovision introduction to the inter-war years.

*Communicate!* (Tuesday, 14.40 BBC1)

"John Horsey's Hiroshima" looks at documentary journalism.

*Stories and Rhymes* (Tuesday, 14.40, Thursday, 10.20 VHF4)

Stories and poems about creatures of folk and fairy tale who have magical powers. Transcripts seven to nine year olds back to the world of witches and wizards with a story from "The Sword in the Stone".

*Home Economics* (Wednesday, 10.38 BBC1)

Five programmes for O level and CSE students on groups of foods now known to contain health risks.

*Springboard* (Wednesday, 11.20 VHF4)

"A Nose for Safety" (radiovision) features the way a guide dog learns to cross roads safely. Johnny Morris guides seven to nine year olds towards the correct use of their eyes and ears.

*Near and Far* (Wednesday, 14.18 BBC1)

A unit on "Hills and Mountains" begins by showing nine to eleven year olds how to represent land relief on maps, and goes on to examine how people work and live in upland areas.

*Brazil* (Thursday, 9.05 BBC1)

A series relevant to the study of most developing countries. Here 13 to 16 year olds look at Brazil, concentrating this week on Sao Paulo.

*Lifetime* (Thursday, 14.20 VHF4)

"Choices and Decisions" is a group of five plays by Harry Duffin about teenagers in a family. Shows 13 to 15 year olds that behaviour and decisions are influenced by the sort of image we choose to project. "Smoking" fits neatly into this pattern.

## OU and CE

*A Question of Colour* (Saturday, 13.05 BBC2)

A new series of 10 documentary-style programmes looking at ethnic minorities in Britain; to accompany the OU course "Ethnic Minorities and Community Relations".

*The Computer Programme* (Sunday, 10.10 BBC1)

Weekend repeat of 10 programmes forming part of the BBC's Computer Literacy Project. Aims to explain the basics of how computers work and show practical uses of micro-computers.

*That's the Way* (Monday, 12.30 ITV regional variations)

Helps people cope with day to day situations as they come up against difficulties. "Local Government" introduces the series, shows how the system works and where to get help if you have problems.

*Libraries* (Tuesday, 23.00 VHF4)

A series made by the Library Association and designed for professional librarians, library school students and those contemplating a career in librarianship.



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TEMPORARY LECTURER I GENERAL STUDIES, ECONOMICS, GEOGRAPHY... Applications are invited for the post of Lecturer I in...

LECTURER I FURNITURE CRAFT... Applications are invited for the post of Lecturer I in...

LIVERPOOL CITY COUNCIL... Applications are invited for the post of Lecturer I in...

MERTON METROPOLITAN BOROUGH... Applications are invited for the post of Lecturer I in...

Other Appointments

AVON COUNTY COLLEGE OF BATH TECHNICAL... Applications are invited for the post of Lecturer I in...

COUNTY OF AVON EDUCATION SERVICE... Applications are invited for the post of Lecturer I in...

ROTHERHAM METROPOLITAN BOROUGH... Applications are invited for the post of Lecturer I in...

STAFFORDSHIRE STAFFORD COLLEGE OF FURTHER EDUCATION... Applications are invited for the post of Lecturer I in...

LONDON BOROUGH OF HARINGEY TOTTENHAM COLLEGE OF TECHNOLOGY... DEPARTMENT OF BUILDING... Applications are invited for the post of Lecturer I in...

TRAFFORD METROPOLITAN BOROUGH... Applications are invited for the post of Lecturer I in...

Other Appointments

AVON COUNTY COLLEGE OF BATH TECHNICAL... Applications are invited for the post of Lecturer I in...

COUNTY OF AVON EDUCATION SERVICE... Applications are invited for the post of Lecturer I in...

ROTHERHAM METROPOLITAN BOROUGH... Applications are invited for the post of Lecturer I in...

STAFFORDSHIRE STAFFORD COLLEGE OF FURTHER EDUCATION... Applications are invited for the post of Lecturer I in...

PLYMOUTH POLYTECHNIC... COMPUTER CENTRE... Applications are invited for the post of Lecturer I in...

Vertical text on the left margin: Applications are invited for the post of Lecturer I in...



UNIVERSITY APPOINTMENTS continued

CANTERBURY UNIVERSITY OF DISTANCE EDUCATION... TUTOR/ORGANISER FOR... Applications are invited for the post of Tutor/Organiser for the School of Continuing Education...

Application forms and further particulars are available from Mr. R. King, B.A. Secretary to the University of Kent, Canterbury, Kent, CT2 7SA. Closing date: 26 February 1982.

Other Appointments

BERKSHIRE UNIVERSITY OF READING Secondary School Teacher - Research Officer... This interesting post has been created to produce a course in education-based research...

BIRMINGHAM UNIVERSITY OF EDUCATION... Applications are invited for the post of Lecturer in the Department of Education...

Fire Service College DIRECTOR OF STUDIES Up to £18,630... We are therefore seeking a highly qualified, experienced and motivated senior educationalist...

LIVERPOOL UNIVERSITY OF LIVERPOOL SCHOOL OF EDUCATION... Applications are invited from qualified graduates for a Part-time Tutor in the School of Education...

PAPUA NEW GUINEA UNIVERSITY OF PORT MURRAY... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

SHROPSHIRE EDUCATION COMMITTEE... Applications are invited for the post of Lecturer in the Department of Education...

LONDON UNIVERSITY OF LONDON MATERIALS AND MEDICAL FULL TRAINING... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

Fellowships, Studentships and Research Awards... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

KENT UNIVERSITY OF KENT... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

INLINGTON UNIVERSITY OF INLINGTON... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

SOCIAL SERVICES DEPARTMENT Deputy Head of Care... Applications are invited for the post of Deputy Head of Care...

COLLEGES OF EDUCATION WITH TEACHER TRAINING... Applications are invited for the post of Lecturer in the Department of Education...

LANCASHIRE COUNTY COUNCIL EDGE HILL COLLEGE OF HIGHER EDUCATION... Appointment of Director... The Governing Body of the College invites applications for the post of Director of Edge Hill College of Higher Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

YOUTH & COMMUNITY... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

BARNESLEY METROPOLITAN BOROUGH... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

REDBRIDGE LONDON BOROUGH OF REDBRIDGE... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

WILTSHIRE... Applications are invited for the post of Lecturer in the Department of Education...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

ST. ANDREW'S SCHOOL Nassau, Bahamas... An independent, all-age, co-educational and inter-denominational school catering to a Bahamian and international student body...

LONDON ROYAL SOCIETY OF ARTS... Applications are invited for the post of Lecturer in the Department of Education...

SWAZILAND UNIVERSITY COLLEGE OF SWAZILAND... Applications are invited for the post of Lecturer in the Department of Education...

TRINIDAD UNIVERSITY OF THE WEST INDIES... Applications are invited for the post of Lecturer in the Department of Education...

Bedfordshire COUNTY COUNCIL Deputy Youth and Community Officer... Reference ADME/184... Salary: Soubury Senior Range Points 1-5 £10,784-£11,886 per annum inclusive...

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OVERSEAS

continued

NETHERLANDS
The British School in The Netherlands for Junior and Senior School vacancies are displayed advertisement under independent page 48 (22150) 460000

PORTUGAL
ALGARVE INTERNATIONAL SCHOOLS
Applications are invited from qualified experienced teachers for the following posts commencing September 1982:

SAUDI ARABIA
Qualified teachers of technical subjects or EP/ESP for the Middle East, contact: International Language Services, P.O. Box 3827, Riyadh, Saudi Arabia. (21275) 460000

SPAIN
Young graduates, experienced in the UK, required for period of 1 year, starting in October 1982 to 30th June 1983. Apply: La Casa Inglesa, Plaza de Marqués de Sotomayor 11, Madrid 6. (24284) 460000

SWEDEN

E.F.L. IN SWEDEN
TEACHERS REQUIRED TO TEACH ENGLISH IN SWEDEN
Teachers are required to teach English in Sweden from September 1st. Classes are for adults with some work in the schools. The majority of posts are available in smaller towns and a few in the Stockholm area. Applicants should be aged 21 or over and hold qualified teacher status in the UK. The work is most suitable for young teachers wishing to further their experience abroad for a year or two. Salaries which are exempt from taxation in Sweden for the first two years, are in the region of \$12,312 per month from September to June inclusive. Fare from UK to Sweden paid.

WEST GERMANY
The International School Hamburg is currently seeking full time teachers for classes in its Middle East, contact: International Language Services, P.O. Box 3827, Riyadh, Saudi Arabia. (21275) 460000

SWEDEN

ENGLISH CENTRE
Directorate 2-21154 Malmö, Sweden
Tel: 040/76755
Vacancies exist in Southern Sweden for teachers of English as a Foreign Language to adults for academic year 1982-83 commencing end of July. Applicants must be aged 21 or over with one year's experience. EPL background not necessary. Comprehensive training given first month of employment. Posts not suitable for candidates with dependent salary, free of tax on 3,300 SEK per month. Interviews in UK early April. Application forms and information from LEV English Centre, Stockholm 9, Sweden. (22134) 460000

TEACHERS FOR U.S.A.
Your personal C.V. sent to U.S. Agencies followed by formal interviews in U.S. Easter 1982. Details from: International Language Services, P.O. Box 3827, Riyadh, Saudi Arabia. (21275) 460000

MUSIC TEACHERS
Required for September 1982 for a rural area in Newfoundland. Interested applicants please send curriculum vitae and two professional references to: Superintendent, Education North, P.O. Box 70, Bay Roberts, N.L. (Canada). AD 100. Please state other subjects taught along with Music. Salary starting \$13,110 to \$20,110 depending on qualifications and experience. Further details and living conditions available upon request. (21353) 460000

Administration
Local Education Authority

AVON COUNTY
EDUCATION DEPARTMENT
AREA CAREERS OFFICER
Salary Scale: 501/2 - £8100 - 595/8
Will be expected to organise and coordinate the Avon Career Area Office. This will include arrangements for the taking, recording and regular follow-up of vacancies; the establishment and maintenance of an advisory and school register; and the co-ordination of the provision of occupational information, the preservation and destruction of documentation; liaison with the central office to ensure proper maintenance of the building and equipment.

AVON COUNTY
EDUCATION DEPARTMENT
ASSISTANT DIRECTOR (SCS)
Salary Scale: PO 3 (8-12) £13,506-£14,631
Applications are invited for this second tier post heading one of four branches in the Education Department with responsibility to the Director of Education for exercising general control over the Schools Branch, which includes the management of the Schools Service as well as the overall management of the County. Successful candidates should have wide experience of educational management with responsibility at a senior level. Candidates should also have significant teaching experience and have graduate or equivalent status.

AVON COUNTY
EDUCATION DEPARTMENT
ASSISTANT DIRECTOR (SCS)
Salary Scale: PO 3 (8-12) £13,506-£14,631
Applications are invited for this second tier post heading one of four branches in the Education Department with responsibility to the Director of Education for exercising general control over the Schools Branch, which includes the management of the Schools Service as well as the overall management of the County. Successful candidates should have wide experience of educational management with responsibility at a senior level. Candidates should also have significant teaching experience and have graduate or equivalent status.

DEVON

DEVON
Applications are invited for an Adviser in English with particular reference to Secondary education and such other responsibilities for development and support as the post requires. Candidates should be well qualified and well experienced. Application forms and further details (SAE please) from The Chief Education Officer, County Hall, Exeter EX2 4QG for return by 26th February, 1982.

BOLTON METROPOLITAN BOROUGH

CAREERS OFFICER
AP 3/4 £5652/£7173 (Holders of Diploma in Careers Guidance will commence on £6501)
Applicants should preferably be qualified Careers Officers who have completed their probationary year. The person appointed will join a team of five Careers Officers who concentrate primarily on work with the unemployed and Youth Opportunities Programme. This is an additional post which will be funded by the Department of Employment.

WOLVERHAMPTON BOROUGH COUNCIL

PRINCIPAL ASSISTANT - WELFARE SERVICES
Salary Grade PO (a)(d) £10,275-12,408 per annum
This is the principal post in the Education Welfare Section which comprises thirty Education Welfare Officers, one Chief Employment Officer and administrative and clerical support staff. The Section's current responsibilities include: school attendance, records of school rolls, admission to primary schools, arrangements for transport to and from school and the provision of aid to pupils.

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION FOR INDUSTRY SOCIETY
Please apply with CV to Claire Holmes, Administrative Officer, Education for Industry Society, 48 Bryanston Square, London W1H 7LN, 01-723 4075

WOLVERHAMPTON BOROUGH COUNCIL

INSPECTOR/ADVISER for INFANT and NURSERY EDUCATION
Salary: Soubury HT Group B (£12,540-£13,650)
Applications are invited from suitably qualified persons for the post of Inspector/Adviser for Infant and Nursery Education. Experience of advisory work would be an advantage but is not an essential requirement.

WOLVERHAMPTON BOROUGH COUNCIL

Director of Education
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who will be retiring in June 1982.

City of Newcastle upon Tyne

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT
CAREERS OFFICER
Swansea District Education Office, Princess House, Princess Way, Swansea.
The person appointed will be responsible to the District Careers Officer for the full range of careers advisory work with pupils up to and including fifth years assisting in the guidance and placing of young people who have left school, and to make contact with employers and further education establishments. Applicants must hold the diploma in careers guidance. Salary: £6501-£7137 per annum.

TEMPORARY ASSISTANT CAREERS COUNSELLOR
Required from Easter 1982 as a full-time maternity leave replacement. Applicants must be graduates; they should preferably hold an appropriate qualification in Careers work and they must have had experience with students in higher and/or further education. Salary £8,286 to £8,790 per annum including London Allowance. Application forms and further particulars from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PH. Closing date for applications: Tuesday 2 March, 1982.

Opportunities in EDUCATION/INDUSTRY LIAISON
Education for Industrial Society - one of the country's largest education/industry organisations - has two vacancies. The first is for a Schools Conference Organiser for Challenge of Industry, someone who needs administrative ability, initiative and energy. We also need a Personal Assistant to work for two Directors concerned with school/industry links; to provide secretarial support and intelligent interest; and to carry out some conference work. Salary scale for both positions, £4,918-£5,667. Please apply with CV to Claire Holmes, Administrative Officer, Education for Industry Society, 48 Bryanston Square, London W1H 7LN, 01-723 4075

WOLVERHAMPTON BOROUGH COUNCIL

Director of Education
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who will be retiring in June 1982.

City of Newcastle upon Tyne

REDBRIDGE LONDON BOROUGH

SENIOR EDUCATION OFFICER
£15,147-£16,374 per annum inclusive
Required from 1 May 1982. This is a key post carrying full responsibility for the Schools Branch. Candidates should possess a good honours degree and have had successful experience in teaching and at a senior level in an Education Department. Application forms and further particulars may be obtained from the Chief Education Officer, Education Department, Lynton House, 255/259 High Road, Ilford, Essex IG1 1NN (Telephone No. 01-478 3020 ext 388) and should be returned not later than 5 March 1982. Stamped addressed envelope required.

TEMPORARY ASSISTANT CAREERS COUNSELLOR
Required from Easter 1982 as a full-time maternity leave replacement. Applicants must be graduates; they should preferably hold an appropriate qualification in Careers work and they must have had experience with students in higher and/or further education. Salary £8,286 to £8,790 per annum including London Allowance. Application forms and further particulars from: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PH. Closing date for applications: Tuesday 2 March, 1982.

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WOLVERHAMPTON BOROUGH COUNCIL

INSPECTOR/ADVISER for INFANT and NURSERY EDUCATION
Salary: Soubury HT Group B (£12,540-£13,650)
Applications are invited from suitably qualified persons for the post of Inspector/Adviser for Infant and Nursery Education. Experience of advisory work would be an advantage but is not an essential requirement.

WOLVERHAMPTON BOROUGH COUNCIL

Director of Education
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who will be retiring in June 1982.

City of Newcastle upon Tyne

KIRKLEES Metropolitan Council

Directorate of Educational Services
ASSISTANT DIRECTORS (TWO POSTS)
£14,943-£16,011 p.a.
Applications are invited for two new second-tier posts to be created on 1 April 1982 following significant restructuring of the Directorate.

ASSISTANT DIRECTOR - Initiation of policy advice and implementation of policy in the Schools, Further Education, Higher Education and allied sectors.
ASSISTANT DIRECTOR - Strategic planning and management of educational resources, i.e. Finance, Land and Buildings, Development and Staffing.

Chief Inspector - Professional support, staff development and quality control.
Candidates should be graduates with substantial and responsible managerial experience in an educational context. Informal telephone enquiries about the posts will be welcomed by the Director, Mr F. F. Evans, from whom further particulars and an application form may be obtained. (Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield - Tel. Huddersfield (0484) 37399 Extension 200, Please mark all correspondence and applications "PERSONAL - AD")

Closing date 26 February 1982.
The Council operates a Trade Union Membership Agreement.
Equal Opportunity Employer.

ilea Inner London Education Authority

The Education Officer, Mr Peter Newsam, is to become Chairman of the Commission for Racial Equality from 1 September 1982. The Authority now seeks applications for appointment as his successor. This is the top job in the country's largest education authority. Closing date for applications is 3 March 1982.

Secretary for Education

£21,414-£22,953 p.a.
The present Secretary for Education retires on the 31st July 1982, and the County Council are inviting applications for a successor. Applicants should have substantial experience of education administration and hold a teaching qualification. Application forms and further particulars from the Clerk and Chief Executive, County Hall, Truro (Telephone Truro 74262 Extn: 361). Closing date for applications 5th March 1982.

WOLVERHAMPTON BOROUGH COUNCIL

INSPECTOR/ADVISER for INFANT and NURSERY EDUCATION
Salary: Soubury HT Group B (£12,540-£13,650)
Applications are invited from suitably qualified persons for the post of Inspector/Adviser for Infant and Nursery Education. Experience of advisory work would be an advantage but is not an essential requirement.

WOLVERHAMPTON BOROUGH COUNCIL

Director of Education
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who will be retiring in June 1982.

City of Newcastle upon Tyne

ADMINISTRATION L.E.A.

OXFORDSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
ASSISTANT ADVISER
A man or woman with distinguished work record in primary schools, particularly with children of ethnic origin, is invited to apply for the post of Assistant Adviser in the field of Primary Education. Salary is on the Main Scale £11,703 - £12,810 together with an essential car user allowance.

Full details and application form may be obtained from the Chief Education Officer, Marlborough House, New Road, Oxford, OX1 1NA to be returned by 11th March 1982. This is a most worthwhile and previous applicants remain under active consideration. S.A.E. please. (24281)

SCOTTISH COMUNITARY EDUCATION COUNCIL
DIRECTOR
For details of this post, please refer to Scottish Section (24289) 460000

EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER Special
£14,919 x £312 (3) to £15,955 p.a.
Applications are invited for this key third tier post in the Education Department, which becomes vacant on the external promotion of the existing post holder, with effect from 1st April, 1982.

Further particulars and forms of application are available from the Chief Executive, Town Hall, Wakefield, to whom completed forms should be returned by 24.2.1982.

City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

SECRETARY FOR EDUCATION
£21,414-£22,953 p.a.
The present Secretary for Education retires on the 31st July 1982, and the County Council are inviting applications for a successor. Applicants should have substantial experience of education administration and hold a teaching qualification. Application forms and further particulars from the Clerk and Chief Executive, County Hall, Truro (Telephone Truro 74262 Extn: 361). Closing date for applications 5th March 1982.

WOLVERHAMPTON BOROUGH COUNCIL

INSPECTOR/ADVISER for INFANT and NURSERY EDUCATION
Salary: Soubury HT Group B (£12,540-£13,650)
Applications are invited from suitably qualified persons for the post of Inspector/Adviser for Infant and Nursery Education. Experience of advisory work would be an advantage but is not an essential requirement.

WOLVERHAMPTON BOROUGH COUNCIL

Director of Education
Salary £20,016-£21,348 p.a.
The City of Newcastle upon Tyne invites applications for the post of Director of Education to succeed Jack Chadderton who will be retiring in June 1982.

City of Newcastle upon Tyne

OUTREACH WORKER UNEMPLOYMENT SPECIALIST
Salary range: APS/801 £7,854-£9,216 (Both posts are centrally funded.)
Are you interested in working with, and for, the young unemployed? If so, why not join Newham's Unemployment Team?

We are looking for two people who will join us in making a positive contribution towards enabling unemployed young people (both registered and unregistered) to satisfy their individual employment and training needs. Both posts are based in Stratford and will work with and be supported by two Senior Employment Assistants - centrally funded, and a Clerical Assistant, jointly funded. Further details and application forms from Ann M. Loudoun, Principal Careers Officer, Newham Careers Service, 383 High Street, Stratford, London, E15, or ring Jean Barron on 01-534 1374 Ext. 25. Closing date for applications: Friday 26th February 1982.

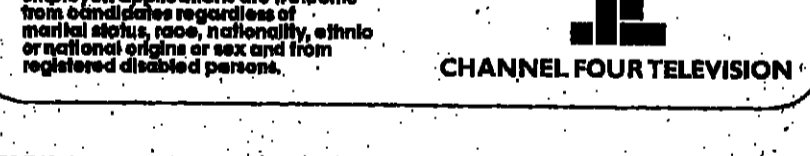
LONDON BOROUGH OF NEWHAM

Education Liaison Officer £12,000 p.a.

Channel Four wishes to appoint an Education Liaison Officer who will act as liaison between Channel Four, programme makers, and people and institutions interested in following up these programmes in the community. A substantial proportion of Channel Four's output will be educational in nature, and a wide variety of approaches to the education of adults will be used. It is not envisaged that much programming for schools or pre-school children will be undertaken in the initial stages of the Channel.

Some background in adult and continuing education is essential as is experience in a non-school environment. Experience of programme making or television would be an advantage. A fixed-term contract appointment or a secondment basis is envisaged. Applications containing a detailed Curriculum Vitae and current salary level should be sent to Frank McGeilgan, Head of Administration & Industrial Relations, Channel Four, 60 Charlotte Street, London W1P 2AX.

The company is an equal opportunity employer and applications are welcome from candidates regardless of marital status, race, nationality, ethnic or national origins or sex and from registered disabled persons.



English Teachers

The continuing requirements of our Saudi Arabia Support Contract mean that a small number of male English Language Teachers will be needed during 1982 to join our staff at the King Faisal Air Academy at Riyadh. They will be responsible for teaching English to students and cadets of the Royal Saudi Air Force.

This is an opportunity to earn at least £13,000 tax-free in your first year, with substantial increases in your 2nd, 3rd and 4th years, as an English Language Teacher.

working in Saudi Arabia with BRITISH AEROSPACE

Applicants must be UK citizens whose mother tongue is English. Minimum qualifications required are a BA in English, or with English as a main subject, and three years' full-time post-graduate experience of Teaching English as a Foreign Language. A teaching degree or certificate is also desirable. In addition to the high tax-free salary, successful candidates will receive free accommodation, messing and medical care, and other benefits, including generous travel-paid UK leave.

Please apply in writing giving brief details of experience or telephone Preston 634317. The Personnel Officer, Saudi Arabia Support Dept., c/o BRITISH AEROSPACE Aircraft Group, Warton Division, Warton Airfield, Preston, Lancs. PR4 1LA.



Unparalleled in its range of job opportunities



ADMINISTRATION continued

LONDON EXCITANT ADMINISTRATION... contact: Jane Bay, United Response, 75 Abingdon Road, London W14 3JG. Tel: 300080

LONDON THE SPORTS COUNCIL... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

LONDON THE SPORTS COUNCIL... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

TESIDE BRIDGE HIGH SCHOOL... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

CHILD CARE LONDON BOROUGH OF... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

CHILD CARE LONDON BOROUGH OF... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

SOUTH TYNSIDE BOROUGH OF SOUTH... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

TECHNICIAN EDUCATION COUNCIL... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

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LONDON REGIONAL EXAMING BOARD... contact: Mrs. J. H. Smith, 111 St. John's Street, London EC1A 4JF. Tel: 252 1111

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London Borough of Havering GOLDHANGER ENVIRONMENTAL STUDY CENTRE Required September 1982 TEACHER/WARDEN of Goldhanger Environmental Study Centre, Scale 8. Applications are invited from experienced Primary Teachers with the ability to develop the use of the Environment in the Education of Children. The Centre is in the village of Goldhanger in the Blackwater Estuary and is owned and administered by St. Edward's C.E. J.M. and V. School in Romford. The Centre is being converted to residential use and will be ready in November 1982. The teacher/warden will be responsible for the work of the Centre and will be expected to live in the area of Goldhanger. It may be necessary on occasions for the teacher appointed to work in Bishops in Havering. Application forms and further details may be obtained from the Clerk to the Governors, c/o Headmaster, St. Edward's C.E. J.M. & V. School, Havering Road, Romford, RM1 4BT. Closing date: Friday 28th February, 1982.

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